

**Suggested Schemes of Work  
for the Elective Part  
of the Three-year Senior Secondary  
English Language Curriculum (Secondary 4 – 6)**

**English Language Education Section  
Curriculum Development Institute  
Education Bureau  
The Government of The Hong Kong Special Administrative Region  
© 2007**

**English Language Education Section  
Curriculum Development Institute  
Education Bureau  
The Government of The Hong Kong Special Administrative Region**

12<sup>th</sup> Floor, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong

**First published 2007**

All rights reserved. The copyright of the materials in this booklet belongs to the Education Bureau of the Government of the Hong Kong Special Administrative Region.

Duplication of materials in this package is restricted to non-profit making educational purposes only. Otherwise, no other part of these materials may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior permission of the Education Bureau of the Government of the Hong Kong Special Administrative Region.

**ISBN: 978-962-8967-18-6**

## Preface

This booklet, *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6)*, is prepared in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) and is meant to be read in conjunction with it. The booklet provides detailed guidelines and teaching ideas to help teachers to plan and implement the Elective Part of the three-year Senior Secondary English Language curriculum more effectively in their own school. It comprises a general description and a suggested scheme of work for each of the modules in the Elective Part, which are categorised into the following two groups:

### Language Arts

- Learning English through Drama
- Learning English through Short Stories
- Learning English through Poems and Songs
- Learning English through Popular Culture

### Non-Language Arts

- Learning English through Sports Communication
- Learning English through Debating
- Learning English through Social Issues
- Learning English through Workplace Communication

The general description sets out for each module the learning targets and objectives, the content, the time allocation and the suggested assessment practices that teachers are encouraged to adopt to promote learning. The scheme of work comprises a range of learning, teaching and assessment activities for each module, with suggestions on how to cater for learner diversity.

It should be noted that teachers may take more or less than the recommended time allocation of 32-36 hours to fully cover the various types of materials and activities suggested in the schemes of work, depending on their school contexts, teacher preferences and students' needs, interests and abilities. Teachers are therefore encouraged to freely adapt the schemes or to select what they deem is appropriate for their students.

Each scheme of work contains a number of references to websites where useful language learning and teaching materials can be accessed. The web links or addresses provided in the schemes were accurate at the time this booklet went to press. However, they are subject to change, and in case they have been moved, teachers might consider regaining access by making use of a search engine (e.g. Google, Yahoo).

To further support the schemes and to illustrate how certain tasks or activities can be implemented, selected teaching resource materials for each module have been developed and can be accessed at the English Language Education Section website (<http://cd.edb.gov.hk/eng>).



# Contents

	Page
<b><u>Language Arts</u></b>	
<b>Learning English through Drama</b>	
Outline	1
Suggested Scheme of Work	3
<b>Learning English through Short Stories</b>	
Outline	11
Suggested Scheme of Work	13
<b>Learning English through Poems and Songs</b>	
Outline	25
Suggested Scheme of Work	27
<b>Learning English through Popular Culture</b>	
Outline	41
Suggested Scheme of Work	43
<b><u>Non-Language Arts</u></b>	
<b>Learning English through Sports Communication</b>	
Outline	55
Suggested Scheme of Work	57
<b>Learning English through Debating</b>	
Outline	69
Suggested Scheme of Work	71
<b>Learning English through Social Issues</b>	
Outline	91
Suggested Scheme of Work	93
<b>Learning English through Workplace Communication</b>	
Outline	107
Suggested Scheme of Work	109

# Learning English through Drama

## General Description

In this module, drama is used as a medium through which learners engage in purposeful communication. Learners will have the opportunity to read/view and appreciate drama texts/performances. Drama activities which offer an extensive range of contexts and roles will be used to boost learners' self-confidence in using English, and to develop their language skills, notably their pronunciation and oral skills, as well as generic skills such as creativity, and communication, collaboration and critical thinking skills. Learners may be asked to participate in the production of a dramatic performance at the end of the module.

## Learning Targets

To develop learners' ability to:

- respond to characters, events, issues and themes in dramatic texts through oral, written and performative means
- reflect on the way in which writers use language to create effects
- give expression to imaginative ideas or their own experience through creating drama
- participate with others in planning, organising and presenting dramatic performances
- understand how the English language works in the context of drama, and how dramatic texts are organised and expressed, and apply this understanding to their learning and use of the language

## Learning Objectives

1. To strengthen learners' skills of understanding and interpreting dramatic texts through reading and writing
2. To enhance learners' oral skills by encouraging them to experiment with language in different roles and dramatic contexts
3. To strengthen learners' creativity through script writing, oral activities and dramatic performances
4. To help learners to reflect on and evaluate their own performance and those of others

## Content

The module comprises three parts.

**Part 1** focusses on equipping learners with the knowledge and understanding of the basic skills needed for performing in drama and writing scripts.

**Part 2** focusses on providing learners with the experience of writing short scenes and performing dramatised reading.

**Part 3** focusses on providing learners with the experience of producing and performing a play.

## Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration.

The breakdown for the three parts can be as follows:

Part 1	12 periods
Part 2	16 periods
Part 3	22 periods

## Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6)* (2007).

Assessment in the Drama module will focus on learners' demonstration of their ability to:

- use stress and intonation, verbal and non-verbal ways of conveying feelings, emotions and motivations
- use a familiar story to write a short play script
- evaluate scripts given a set of criteria
- perform dramatised reading
- produce and perform a play
- evaluate a performance given a set of criteria

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- process writing
- play scripts
- role-plays
- group rehearsals and performances

## A suggested scheme of work for Learning English through Drama

### General remarks

1. The following suggested scheme of work is pitched at S5 level. Teachers might like to make any necessary adaptations considering the needs and level of ability of their students. For illustration purposes, teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module requires students to apply, in particular, the knowledge about creative and imaginative texts as well as writing and oral (notably pronunciation) skills that they have developed in the Compulsory Part. It aims to provide the basis for further exploration of these texts and skills through reading and writing drama scripts as well as performing role-plays and/or a play. Students taking this module are expected to have had previous exposure to these texts.
3. The very nature of this module requires that students work in pairs and in small groups. Teachers will need to oversee that the groups are formed appropriately and that they stay on task.
4. Students should be encouraged to keep a folder for this module which will serve as a record of their learning. The folder may comprise all the assignments the students have done for the module, both oral and written. Students are also encouraged to reflect on and monitor their own learning process, and teachers should provide them with feedback and assistance where necessary.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate learning activities, based on students' needs and abilities.*

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 1: Mastering the basics</b>	<b>12 periods Lessons 1-12</b>		
Module introduction  Drama vocabulary	2 periods Lessons 1-2	Students are able to: <ul style="list-style-type: none"> <li>understand and use some vocabulary building strategies and drama vocabulary</li> </ul>	The teacher introduces the module to the students, and discusses with them what will be covered.  The teacher uses the drama vocabulary list as a prompt to start off the module.
Stress and intonation	2 periods Lessons 3-4	Students are able to: <ul style="list-style-type: none"> <li>use correct pronunciation and appropriate stress and intonation to convey meaning</li> </ul>	Students practise using stress and intonation to alter meaning.
Identification and expression of emotions, feelings and motivations	2 periods Lessons 5-6	Students are able to: <ul style="list-style-type: none"> <li>establish and infer meaning from verbal and non-verbal cues</li> <li>understand a speaker's intention, attitudes and feelings</li> </ul>	Students brainstorm and discuss verbal and non-verbal ways of showing emotions, feelings and motivations.  Students watch three clips of scenes from popular movies in their own time to identify how emotions, feelings and motivations are demonstrated and discuss them in class.
Stages of script writing	4 periods Lessons 7-10	Students are able to: <ul style="list-style-type: none"> <li>demonstrate understanding of the different elements of a script</li> <li>write a simple script</li> <li>demonstrate awareness of how a script can be evaluated</li> </ul>	Under the teacher's guidance, students go step-by-step through the stages of writing a short play based on a popular fairy tale: <ul style="list-style-type: none"> <li>dividing it into acts and scenes;</li> <li>deciding on parts;</li> <li>writing the narration and dialogues; and</li> <li>writing stage directions.</li> </ul> Students write brief comments as a preliminary evaluation.
Role-play of a short scene	2 periods Lessons 11-12	Students are able to: <ul style="list-style-type: none"> <li>role-play a short scene</li> <li>reflect on their own performance</li> <li>demonstrate awareness of how a role-play can be evaluated</li> </ul>	In groups, students role-play a short scene.  Students evaluate group members' performance using a set of criteria.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
^A handout on drama vocabulary		<p>Teachers might like to introduce to students at the beginning of the module that they will be involved in:</p> <ul style="list-style-type: none"> <li>• script writing;</li> <li>• creating and role-playing short scenes;</li> <li>• dramatised reading; and</li> <li>• producing and performing a play or an extended role-play at the end of the module.</li> </ul> <p>Teachers might like to refer to <a href="http://www.tcss.edu.hk/acad/Drama.htm">http://www.tcss.edu.hk/acad/Drama.htm</a> for ideas on teaching drama.</p>
^A handout on stress and intonation	Teacher assessment of students' ability to use stress and intonation to alter meaning can take the form of an oral quiz.	
<p>^A handout on emotions, feelings and motivations</p> <p>^A clips viewing handout (Clips from three films that show different emotions, feelings or motivations)</p>	Students' work on emotions, feeling and motivations can be placed in the folder.	<i>(*For the less able students, teachers may choose only one of the suggested clips or any other clips they deem appropriate.)</i>
^A handout on stages of script writing	<p>Teacher assessment of the scripts students submit</p> <p>The script can be placed in the folder.</p>	<p><i>(*At this stage, teachers need not require their students to write up the full script. Nevertheless, it would be best for teachers to stretch even the less able students by asking them to complete a short simple script, which is a very good practice to equip them to compose an original script in Part 3 of the module.</i></p> <p><i>Teachers may choose not to ask their students to write stage directions depending on the level of ability of their students, otherwise it would be acceptable if students could only write very simple stage directions in phrases. The point here is to get them to think about the non-verbal elements and props that can be involved in a drama performance.)</i></p>
^A role-play feedback form	Peer assessment of students' role-play	<p>When introducing students to script writing, teachers may show them examples of scripts which are free for downloading at Whootie Owl's Free Fairytale Play Scripts <a href="http://www.storiestogrowby.com">www.storiestogrowby.com</a></p> <p>The following sites are also useful resources for finding free, short scripts:</p> <p>English Teaching Plays <a href="http://home13.inet.tele.dk/dramakaj/language.html">http://home13.inet.tele.dk/dramakaj/language.html</a></p> <p>Lazy Bee Scripts <a href="http://www.lazybeescripts.co.uk">www.lazybeescripts.co.uk</a></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 2: Writing short scenes and giving a dramatic reading</b>	<b>16 periods Lessons 13-28</b>		
Short scene writing and role-playing	4 periods Lessons 13-16	Students are able to: <ul style="list-style-type: none"> <li>• create short dramatic episodes based on a given situation</li> <li>• role-play a scene they have created</li> <li>• reflect on their own performance</li> <li>• evaluate a role-play performed by others</li> </ul>	In pairs or small groups, students write a short dialogue based on a simple scenario given and role-play it before the class.  Students evaluate their own and others' performance using a set of criteria.
Practice on expression of emotions, feelings and motivations	4 periods Lessons 17-20	Students are able to: <ul style="list-style-type: none"> <li>• understand and identify purpose, roles and context for different scenes of a drama</li> <li>• convey ideas, feelings and motivations through both verbal and non-verbal means</li> <li>• perform a short scene</li> <li>• reflect on their own performance</li> </ul>	Students rewrite/improve the dialogue in order to effectively convey the emotions, feelings and motivations of the characters involved in the scene.  In groups, students act out the scene.  Students then evaluate the group performance of the scene using a set of criteria.
#Reader's Theatre	8 periods Lessons 21-28	Students are able to: <ul style="list-style-type: none"> <li>• understand and interpret the meaning of a drama text</li> <li>• use correct pronunciation and appropriate stress and intonation in dramatic reading</li> <li>• perform a script</li> <li>• evaluate their own and others' rehearsal or performance</li> </ul>	With the teacher's guidance, students read and understand a Reader's Theatre script.  Students rehearse and perform a Reader's Theatre script before the class.  Students evaluate their own and others' rehearsal or performance using a set of criteria.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
^Scenario handout I ^A role-play feedback form (used in Lessons 11-12)	The dialogue written can be placed in the folder.	<p><i>(*For the more able students, teachers might like to ask them to prepare dialogues for more than one of the scenarios given and discuss with them how they could tailor the writing to the particular audience they are aiming to perform for. Teachers could also encourage students to incorporate humor and an element of suspense to arouse and sustain the audience's interest.)</i></p> <p>Teachers will need to explain to students how to make use of the role-play feedback form to reflect on their own or evaluate their peers' performance. Other feedback forms such as the script feedback form and the rehearsal and performance feedback form will also be introduced later in the module to let students become aware of the general criteria that can be used to evaluate their scripts and performance. The feedback forms included here are only suggestions and could be adapted to suit the teaching focus and the level and needs of the students.</p>
^Scenario handout II ^A rehearsal and performance feedback form	<p>Self, peer and/or teacher assessment of how well the revised scenario was able to convey feelings, emotions and motivations</p> <p>Self, peer and/or teacher assessment of students' performance using the rehearsal and performance feedback form</p>	
^A rehearsal and performance feedback form (used in Lessons 17-20)	<p>Self, peer and/or teacher assessment of the Reader's Theatre performance using the relevant categories of criteria in the rehearsal and performance feedback form</p> <p>Students' performance may be recorded and included in the folder.</p>	<p>Reader's Theatre allows performers to hold scripts and read from them. Students will need to form small groups of 7-10 to put on their Reader's Theatre performance.</p> <p>Reader's Theatre is a useful bridging activity that takes students from writing short scenes to getting ready for a full production in the third part of the module.</p> <p>A Reader's Theatre script or more selection can be found at: <a href="http://www.aaronshp.com">www.aaronshp.com</a></p> <p><i>(*For the less able students, teachers may use very simple scripts from other sources and allow students to perform only one of the scenes of the play script.)</i></p> <p>These lessons are meant to be additional activities to support the work done in Lessons 17-20. Teachers may feel free to replace the Reader's Theatre with any other activities they deem appropriate.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 3: Performing a play</b>	<b>22 periods Lessons 29-50</b>		
Production of an original script	8 periods Lessons 29-36	Students are able to: <ul style="list-style-type: none"> <li>• identify purpose, audience, roles and context for developing a script</li> <li>• produce a script by selecting and organising relevant information as well as using appropriate linguistic, structural and rhetorical devices, a variety of structures and vocabulary, and imaginative ideas</li> <li>• draft, revise and edit a script using a set of criteria both independently and collaboratively</li> </ul>	In groups, students write an original script for a 15-20 minute play based on a fairy tale or well-known story.  Students review the script using the script feedback form and revise it as needed.
Casting and rehearsal	8 periods Lessons 37-44	Students are able to: <ul style="list-style-type: none"> <li>• discuss and negotiate with others in preparation for the performance</li> <li>• identify and assume appropriate roles in staging the performance</li> </ul>	Students discuss the roles and responsibility of the group members and assign each one a speaking part.  Each group rehearses their play.
Final performance	6 periods Lessons 45-50	Students are able to: <ul style="list-style-type: none"> <li>• plan, organise and carry out a drama performance</li> <li>• evaluate their own and others' rehearsal or performance</li> </ul>	Students perform the play (15-20 minutes) for classmates.  Students evaluate their own and others' rehearsal or performance using a set of criteria.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^Handouts on script writing and play performing</p> <p>^A script feedback form</p>	<p>Self, peer and/or teacher assessment of students' work during the script writing process using the script feedback form</p>	<p>Teachers should make sure that all students have speaking parts. This may mean dividing a speaking part, such as the narrator's narration.</p> <p>Although this activity uses a familiar story such as a fairy tale as the basis of the script, students should be encouraged to make the play their own by changing elements of the story to make it original and to increase the entertainment value. Students should be encouraged to be as creative as possible.</p> <p><i>(*Teachers may allow the less able students to produce a shorter script for a role-play of about 10 minutes with fewer acts and scenes, with simple stage directions or without them.</i></p> <p><i>Teachers may encourage the more able students to create a story of their own instead of using a familiar one for producing the play script. The script could be a fully developed one with dialogues, monologues and all necessary stage directions.)</i></p>
<p>^A rehearsal and performance feedback form (used in Lessons 17-20)</p>	<p>Teacher assessment of the final written script which students submit at the time of their class performance</p> <p>Self, peer and/or teacher assessment of students' performance during the rehearsal using the rehearsal and performance feedback form</p> <p>The final play script should be placed in the folder.</p>	
<p>^A rehearsal and performance feedback form (used in Lessons 17-20)</p>	<p>Self, peer and/or teacher assessment of the final class performance using the criteria in the rehearsal and performance feedback form. The performance may be recorded so that the teacher and students can view the performance and discuss how improvements can be made. The recording of the performance can be included in the folder. It is also a very nice artifact for students to take away with them at the end of the module.</p>	<p><i>(*Teachers may ask the less able students to do a role-play consisting of a few scenes and short dialogues without producing such technical aspects as lighting and staging. The role-play could last for about 10 minutes.</i></p> <p><i>For the more able students, teachers might like to ask them to perform their play to an intended audience as an extended activity. The intended audience might be a primary school audience, a lower form English class, a parent group, a school assembly, etc. In this case, teachers should let students discuss what kind of audience they would be performing for, where the performance is to take place and how these might affect the choice of story and how the play is to be written before Part 3 of the module starts. The performance for the intended audience in the venue arranged by the teacher could take place after the module.</i></p> <p><i>Teachers might also like to adopt a more comprehensive approach to cover different aspects of drama including costumes, lighting and publicity to make the performances fuller and richer.)</i></p>

**(This is a blank page.)**

## Learning English through Short Stories

### General Description

This module introduces learners to the world of short stories, encouraging them to read, write and tell them. Learners will be engaged in different activities which aim to develop their understanding of the major features of short stories, their language skills, cultural awareness, critical thinking skills and creativity. Learners will either write their own story or develop a given story outline at the end of the module.

### Learning Targets

To develop learners' ability to:

- understand the major features of short stories (e.g. theme, character, plot)
- respond and give expression to the imaginative ideas and feelings expressed in short stories through oral, written and performative means
- understand how the English language works in short stories and apply this understanding to their learning and use of the language

### Learning Objectives

1. To help learners to understand the concepts of narration, setting, character, theme and symbol, as well as to consider ways of creating mood, and of writing good story openings, closings and dialogue
2. To help learners to apply the concepts and techniques they have learned in their own writing
3. To enhance learners' skills and interest in reading and appreciating short stories from a wide variety of sources
4. To help learners to talk about works of fiction in an informed way
5. To introduce learners to story telling as an art form

### Content

The module comprises three parts.

In **Part 1**, learners are introduced to the aims, design and content of the module. They will learn to identify and understand the key features of a short story, and read short stories with appreciation.

In **Part 2**, learners read and write specific aspects of a short story such as setting, character, theme, dialogue, opening and closing. They will also start to write their own story for the module by gathering ideas and producing drafts.

In **Part 3**, learners practise oral and story telling skills by sharing a story of their own choice with the class. They will finalise the draft for their module story and perform it to the class.

### Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration.

The breakdown for the three parts can be as follows:

Part 1	9 periods
Part 2	21 periods
Part 3	20 periods

## Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6)* (2007).

Assessment in the Short Stories module will focus on learners' demonstration of their ability to:

- understand concepts and techniques of short story writing
- apply this understanding to create short examples
- produce a written short story
- comment helpfully on the work of others
- tell or perform stories orally
- read and comment on a number of short stories

A range of activities will be used for assessing learner performance, including:

- short pieces of writing
- an end-of-course short story
- oral performances

## A suggested scheme of work for Learning English through Short Stories

### General remarks

1. The following suggested scheme of work is pitched at S5 level. Teachers might like to make any necessary adaptations considering the needs and level of ability of their students. For illustration purposes, teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module requires students to apply the knowledge and experience about creative and imaginative texts they have developed in the Compulsory Part. It aims to provide them with opportunities to further explore these texts through reading short stories, telling short stories and writing a story of their own.
3. Students should be encouraged to keep a folder for this module which will serve as a record of their learning. The folder may comprise all the assignments the students have done for the module, both oral and written. Students are also encouraged to reflect on and monitor their own learning process, and teachers should provide them with feedback and assistance where necessary.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate activities, based on students' needs and abilities.*

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 1: Reading and appreciating short stories</b>	<b>9 periods Lessons 1-9</b>		
Module introduction  Reading and understanding the key features of a short story	3 periods Lessons 1-3	Students are able to: <ul style="list-style-type: none"> <li>• understand the aims, design and content of the module</li> <li>• identify the various key features of a short story</li> <li>• demonstrate understanding of the features by writing personal responses to them in the reading journal</li> </ul>	The teacher briefly introduces the module, stating that it focusses on reading, writing and telling short stories.  Under the teacher's guidance, students read a short story to pick out interesting features and express their personal opinions about it.
Reading short stories with appreciation	6 periods Lessons 4-9	Students are able to: <ul style="list-style-type: none"> <li>• read, enjoy and appreciate short stories</li> <li>• demonstrate a more critical understanding of fiction</li> <li>• explore sources for short works of fiction</li> <li>• keep a reading journal</li> </ul>	The teacher continues to guide students to read and appreciate short stories. Students focus on one or two short stories for comprehension and appreciation.  The teacher explains the reading journal that students need to keep and gives examples of the types of work that could be included (very brief summaries, their feelings, comments on striking features and techniques, and judgement of success or failure).  Students apply the knowledge they have developed regarding the features of short stories in the reading and discussion activities of the stories. They record their reactions/reflections on the stories they have read.  Students share their reading and insights in groups.  Students discover sources of stories, look at books, magazines and websites and recommend short stories to one another.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^A handout on reading and understanding a story</p> <p>^A handout on story resources</p>	<p>A reading journal should be kept by students to record their reflections on stories they have read.</p> <p>Students' work on reading and understanding a story can be included in the folder.</p>	<p>Teachers might like to inform students at the beginning of the module that they will:</p> <ul style="list-style-type: none"> <li>• record their reflections on stories they have read in a reading journal;</li> <li>• produce short pieces of writing as practices;</li> <li>• take part in story telling; and</li> <li>• write a story of about 300 words.</li> </ul> <p>Teachers may either choose a very short story for students to read in class or ask them to read one as preparation before they come to class.</p> <p>Teachers may refer to the examples in the handout on reading and understanding a story and choose one of the stories there or use any other they deem appropriate. Teachers may also refer to the handout on story resources for short stories of different levels of difficulty.</p> <p>No one short story contains all the features covered in the module and the approach taken will vary from story to story. The common pattern is to have pre-reading, while-reading and post-reading activities.</p>
<p>Sample journal entries</p>	<p>Entries in the reading journal</p> <p>Observation of group discussions</p>	<p>Some of the lesson time can best be spent in the library or a computer room so that students can explore resources together.</p> <p><i>(*Taking into account the level of their students, teachers select suitable short stories and ask the class to read them. For the less able students, teachers might like to use simplified texts; others may give the students carte blanche to find their own stories. Schools must decide what works with their students.)</i></p> <p>Traditional stories are a very rich resource: Greek myths and legends, the Arabian Nights, King Arthur, Robin Hood, the Bible, Buddhist Jataka tales, fairy tales and Brer Rabbit, etc.</p> <p>Students should be encouraged to read a couple of stories (teachers might like to exercise their discretion as to the exact number) about the length of those suggested for Lessons 1-3 and apply the basic concepts involved in the discussion of works of fiction at an elementary level in the reading journal.</p> <p>Teachers might like to organise group discussion activities to give students more opportunities to get involved in group interaction as well as to practise their oral skills.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 2: Reading and writing specific aspects of a short story and planning the module story</b>	<b>21 periods Lessons 10-30</b>		
Story outlines	1 period Lesson 10	Students are able to: <ul style="list-style-type: none"> <li>demonstrate awareness of writing a story</li> <li>write a story outline</li> </ul>	Students read samples of story outline. Students practise modifying or adapting story outlines.
Setting	2 periods Lessons 11-12	Students are able to: <ul style="list-style-type: none"> <li>demonstrate awareness of the idea of setting</li> <li>expand vocabulary and create a setting</li> </ul>	The teacher explains the idea of setting and shows how the story outlines will fit a very large number of different settings. Students look at examples of ways to create setting. The focus will mainly be <i>description</i> and <i>detail</i> . Students apply the five senses to writing description/setting for their own stories. Students make written comments on the work of peers.
Character	2 periods Lessons 13-14	Students are able to: <ul style="list-style-type: none"> <li>create character</li> <li>use vocabulary to create character</li> </ul>	Students discuss and suggest ways in which a character can be made to come alive. Students write short pieces, establishing character.
Dialogue	2 periods Lessons 15-16	Students are able to: <ul style="list-style-type: none"> <li>demonstrate understanding of speech in fiction</li> <li>write dialogue</li> </ul>	Students read dialogues in stories and consider how they make the story interesting. Students look at examples of dialogue/speech and say what sort of character, setting and mood they feel is established. Students write a dialogue/speech with instructions given. Students read each other's work and comment on it.
Theme	2 periods Lessons 17-18	Students are able to: <ul style="list-style-type: none"> <li>demonstrate understanding of the concept of theme</li> <li>identify some themes</li> <li>produce ideas to illustrate some themes</li> </ul>	Students read and discuss some story outlines and decide what themes they illustrate. Students discuss the themes some popular films cover. Students produce ideas for stories to illustrate a number of themes or adapt their story outline to make it appropriate for a particular theme of their choice.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
^A handout on story outline	Students' work on modifying and adapting story outlines can be included in the folder.	<p>Teachers may choose not to go over each and every specific aspect of a short story covered in this part and spend more lesson time on guiding students to read and appreciate short stories if necessary.</p> <p>The length and sophistication of the various pieces of writing students produce will vary depending on their ability. A few lines to a paragraph is usually quite adequate.</p> <p>Teachers may use the terms <i>narrator</i> or <i>narration</i> as simple shorthand ways of referring to things; however, these may be obstacles to students with limited vocabulary. <i>Who tells the story, the way it is told</i> may be preferred by some.</p>
^A handout on setting	Students' work on setting can be placed in the folder.	Peer review takes time to develop and for this first exercise in it only simple comments are needed, e.g. <i>I like the way you describe the bus. It really feels crowded. Perhaps there could be sweat on the girl's face to suggest the heat.</i> The aim is to encourage interest in each other's writing and willingness to look for ways to improve.
^A handout on character	The pieces of character writing can be placed in the folder.	<p>Apart from the stories used in the previous lessons, teachers may extract more samples from published stories.</p> <p>For further suggestions on character study, teachers may refer to the following website:  <a href="http://www.writingclasses.com/InformationPages/index.php/PageID/106">http://www.writingclasses.com/InformationPages/index.php/PageID/106</a>.</p>
^A handout on writing dialogue	The dialogue/speech written can be placed in the folder.	
^A handout on themes	The pieces of writing on theme can be placed in the folder.	<p>Teachers may make use of book blurbs for more examples of story outlines/summaries.</p> <p>Throughout the module examples used in discussion can come from other media that the students are familiar with, e.g. films and songs, both of which are rich in themes.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
#Fables	2 periods Lessons 19-20	Students are able to: <ul style="list-style-type: none"> <li>• read and write fables</li> </ul>	<p>The teacher introduces to students some famous fables and students determine the major features of the genre (e.g. morals/ messages for the reader).</p> <p>Students decide on a message they would like to convey and then write a suitable fable.</p> <p>Students read fellow classmates' fables and comment on them, saying what they think the message is.</p>
Opening and closing	2 periods Lessons 21-22	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate awareness of techniques used in opening and closing a story</li> <li>• write the opening and closing of a story</li> </ul>	<p>Students read a number of stories and think of good ways to open and close stories.</p> <p>Students write drafts for the opening and closing for their story outline.</p>
Getting ideas and preparing for the module story	4 periods Lessons 23-26	Students are able to: <ul style="list-style-type: none"> <li>• plan and organise a story</li> <li>• produce and revise the first draft of a story</li> </ul>	<p>The teacher tells/agrees with the class the details of the final story each student will write as part of the module.</p> <p>The teacher discusses and agrees with the class the criteria for assessing each other's work.</p> <p>Based on the established criteria, students hold discussions and comment on one another's ideas, respond to feedback and develop new ideas for the final story.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
Examples of fables to be provided	The fables may be included in the folder.	Fables have been produced all over the world. For the West the most famous collections are those of Aesop, Phaedrus and La Fontaine. They can easily be found in print or on the Internet. Teachers may wish to include Chinese fables in English or some modern ones.
^A handout on opening and closing	The written work on the opening and closing of a story can be placed in the folder.	<p>There are no rules about good openings and endings. The opening needs to attract the reader into the fictional world and the ending needs to leave some sense of closure and satisfaction that a mood or message has been conveyed or something of interest related.</p> <p>The purpose of this lesson is simply to make the students aware that they need to think very carefully about the opening and closing of stories in particular.</p> <p>The question of closed endings where readers are told exactly what happens, and of open ones where they are left with limited information, also needs to be brought up.</p> <p>Perhaps teachers may also like to point out how hackneyed some closing sentences are. <i>Then I woke up; it had all been a dream</i> is usually a sign of a lazy writer unable to solve the problems his/her own story has set up.</p> <p><i>(*The more able students may be engaged in further sharing and discussion of the opening and closing of stories they have read – how powerful or effective they are, and what difference there might be had a different opening or closing been used. They may also consider techniques such as flashback when thinking about narrative styles.</i></p> <p><i>The less able students may be asked to think of one or two opening and closing lines for their story outlines.)</i></p>
<p>^A handout on the preparation of the module story</p> <p>A story writing feedback form with criteria established by both the teacher and students</p>	<p>Peer assessment based on the established criteria should be practised among students.</p> <p>The focus could be on how well students include the elements they have explored in previous lessons. Then, on this basis they may make use of other features covered in the lessons that follow to enrich their stories. The idea is that each story will go through drafts, which will be included in the folder.</p>	<p>Students should know at the beginning that they have to write a story of about 300 words for the module. This lesson gives them time to think of the sort of story they want to write and to think about content.</p> <p>Students need to be given time to learn the basic elements of short stories and also need time to produce a few drafts of the story, improving and refining with the help of their readers. Thus this lesson has been placed about halfway through the module, and teachers may decide on the exact placing of this lesson taking into consideration the progress of their students.</p> <p>Given the time constraints the discussion should probably be held by the full class. Otherwise small groups can produce ideas and then share them.</p> <p><i>(*For the less able students, revision of the drafts may focus mainly on content.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Twists	2 periods Lessons 27-28	Students are able to: <ul style="list-style-type: none"> <li>• write twists to surprise readers</li> </ul>	Students look at examples of stories with twists to understand the concept clearly.  Students share twists they have come across in films and stories.  Students think of twists for the story outlines they have been working on.  Students end a story with a twist.
#Symbols	2 periods Lessons 29-30	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate understanding of the concept of symbols in stories</li> <li>• write symbols</li> </ul>	The teacher introduces the concept of symbols.  Students examine some examples of symbols and try to work out what the writer is trying to convey through them.  Students think of symbols that might be used in relation to the story or story outline and produce a paragraph or two.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
^A handout on story twists  Famous twists – "The Necklace", <i>Carrie</i> , <i>The Sixth Sense</i>	The twists students produce can be placed in the folder.	Teachers may simply describe the stories and their twists, or tell a short story with an effective twist to the class.
^A handout on symbols	The examples of symbols that students produce can be placed in the folder.	Some teachers might wish to add <i>allegory</i> to the lesson.

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 3: Telling stories, writing and performing the module story</b>	<b>20 periods Lessons 31-50</b>		
Sharing stories	6 periods Lessons 31-36	Students are able to: <ul style="list-style-type: none"> <li>• enjoy and share good stories</li> <li>• use oral English and story telling skills</li> <li>• evaluate story telling skills based on given criteria</li> </ul>	With the teacher's guidance, students discuss how stories can be told orally effectively.  Students tell each other stories.  Students carry out peer evaluation using the feedback form.
Finalising the draft for the module story	6 periods Lessons 37-42	Students are able to: <ul style="list-style-type: none"> <li>• organise their own work</li> <li>• share difficulties and ask for/give support</li> </ul>	Students bring reading journals and story drafts to the class.  Students discuss problems with the teacher and classmates and take remedial actions.
Performing the module story	6 periods Lessons 43-48	Students are able to: <ul style="list-style-type: none"> <li>• use oral English expressively</li> <li>• tell/perform and listen to stories</li> <li>• gain and keep the attention of an audience</li> </ul>	Students perform stories, focussing on the act of story telling.
Final display	2 periods Lessons 49-50	Students are able to: <ul style="list-style-type: none"> <li>• enjoy and share their good work</li> <li>• review progress</li> <li>• share and perhaps inspire others with a love of fiction and creative writing</li> </ul>	Students put on a display of their work and invite guests to view it (even if only laid out on desks in a classroom or the library) prior to submitting their folders.  The teacher and some selected students will sum up their experience of the course and give it a sense of closure, just like a good short story.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^A handout on story telling</p> <p>A story telling feedback form</p>	<p>Peer and/or teacher assessment of students' performance using the story telling feedback form</p>	<p>Students should be told in advance that they each need to share a story with their class. The stories can be stories they have recently read, traditional stories, stories they have heard or learned about, or stories their families tell, etc. Each student should be given a time allocation.</p> <p>These lessons seek to concentrate on the enjoyability of stories and help students to learn the basic story telling skills to prepare them for performing their own module story later in this part.</p> <p><i>(*The more able students can be encouraged to tell stories with elaboration of details. The less able students do not need to actually tell the stories but briefly describe or summarise them.)</i></p> <p>Teachers may also consider modelling telling a story to the class and get students to identify how a story can be told effectively.</p> <p>Story telling has been a traditional art form in many societies and has been revived in many Western countries recently. If an opportunity arises, professional storytellers can be hired to come and perform. It would, of course, be a most valuable addition to this module.</p>
		<p>"Writer's block" as well as disorganisation are frequent problems in story writing. These lessons, where everyone can see what others are doing and how far advanced they should be with their work, are intended to prevent the problems from getting out of hand. Lack of progress with stories or ideas to improve them, difficulties in locating suitable stories to read and comment on and any other problems can be spotted or aired during the lessons and receive remedial attention before it is too late.</p>
<p>^A handout on performing a story</p> <p>A performance feedback form</p>	<p>Peer and/or teacher assessment can be practised using the performance feedback form.</p> <p>Students' performance can be videotaped and included in the folder.</p>	<p>Time limits will be necessary to ensure everyone gets the chance to tell their story.</p>
		<p>In the interest of sharing work teachers may wish to have a module display board where work can be exhibited for others, or even a website set up.</p> <p>Creating a bank of material produced by students would be an excellent idea. Story telling performances can be recorded and copies of good stories/pieces of writing and reading journals obtained with student permission. This will help create a standard for a school and help future students to decide if the course is one that suits them. It will also save a lot of questions about what exactly is expected of them as they can see the product of earlier classes.</p> <p>Lists of favourite stories, recommendations of good authors, etc. can all be included.</p>

**(This is a blank page.)**

## Learning English through Poems and Songs

### General Description

This module introduces learners to a variety of poems and songs with themes that are of interest to them. Learners will engage in different activities that aim to develop their appreciation of the themes and emotions expressed in poems and songs, acquaint them with poetic language and features, enhance their cultural awareness, stimulate their imagination, and foster their creative use of English. Throughout the module, learners will write/rewrite poems or lyrics and present them through various means. Learners will also produce a journal that contains their own reflections on poems/lyrics they have read in the module.

### Learning Targets

To develop learners' ability to:

- understand and appreciate a range of poems and songs
- respond and give expression to the imaginative ideas, moods and feelings expressed in poems and songs through oral, written and performative means
- understand how the English language works to convey themes and evoke feelings in poems and songs, and apply this understanding to their learning and use of the language

### Learning Objectives

1. To help learners to understand the themes, structure, features and language in various poetic forms and songs
2. To help learners to understand how moods and feelings are conveyed in poems and songs
3. To help learners to apply the knowledge and techniques they have learned in their own creative production or appreciation of poems and songs

### Content

The module comprises five parts.

**Part 1** is an introductory component that helps learners to understand what the module will cover and what will be required for the Poem and Song Journal, which is a collection of student-selected poems and songs with their personal responses.

**Part 2** introduces learners to various poems and songs. Learners will learn to identify and understand their features, structure, language and themes as well as appreciate them. This part also covers the vocabulary and techniques (e.g. simile, metaphor, rhyme, rhythm) that are used to create feelings, moods and meaning in poems and songs.

In **Part 3**, learners focus on reading and writing different types of poems, such as acrostics, shape poems, limericks, haikus and ballads. Learners will learn the characteristics and features of each of these different types of poem. They will also be encouraged to express various themes and personal feelings by producing poems of their own.

**Part 4** focusses on songs. Opportunities are provided for learners to read and identify the language features of song lyrics, to listen to and appreciate songs as well as to write/rewrite lyrics. Learners will also be introduced to a musical and have the chance of performing a song.

In **Part 5**, learners give a presentation or performance based on the poems or songs that they have selected.

### Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration. The breakdown for the five parts can be as follows:

Part 1	2 periods
Part 2	6 periods
Part 3	19 periods
Part 4	15 periods
Part 5	8 periods

### Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6)* (2007).

Assessment in the Poems and Songs module will focus on learners' demonstration of their ability to:

- understand and appreciate the themes and language of poems and songs
- apply some of the techniques they have learned in the creative production of poems and song lyrics
- revise their own poems and songs for content/desired effects
- perform poetry

Assessment will focus primarily on the written and spoken work produced by learners. This will include:

- written personal responses to poems and songs
- creative work, such as original haikus and rewritten lyrics
- presentations and performances
- work that demonstrates the creative use of language in real-life contexts

## A suggested scheme of work for Learning English through Poems and Songs

### General remarks

1. The following suggested scheme of work is pitched at S5 level. Teachers might like to make any necessary adaptations considering the needs and level of ability of their students. For illustration purposes, teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module requires students to apply the language knowledge and skills that they have developed in the Compulsory Part. It aims to provide the basis for further exploration of the various types of poems and songs. Students taking this module are expected to have had previous exposure to these imaginative text-types.
3. It should be noted that the main aim of this module is to make use of poems and songs as linguistically rich and pleasurable learning and teaching resources to develop students' language skills (e.g. using pronunciation, intonation, rhyme, rhythm, and figurative language to enliven their speech and writing) and sharpen their awareness of the use of poetic techniques in authentic texts, such as advertisements, greetings card messages and song lyrics. Students are not expected to develop an extensive or in-depth knowledge about poetic conventions and devices, or to demonstrate skillful use of them in the work they produce.
4. Students should be encouraged to keep a folder for this module which will serve as a record of their learning. The folder may comprise all the assignments the students have done for the module, both oral and written. Students are also encouraged to reflect on and monitor their own learning process, and teachers should provide them with feedback and assistance where necessary.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate learning activities, based on students' needs and abilities.*

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 1: Module introduction</b>	<b>2 periods Lessons 1-2</b>	Students are able to: <ul style="list-style-type: none"> <li>understand what the module will cover and the requirements of the Poem and Song Journal</li> </ul>	<p>Students bring back to class one or two of their favourite songs and poems. In small groups, they share their collection and discuss their interest and experience with poems and songs.</p> <p>The teacher briefly introduces the module, stating that it focusses on the integrated use of language skills through appreciating poems and songs.</p> <p>The teacher refers students to the handout on the Poem and Song Journal and explains what it involves.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^A handout on the Poem and Song Journal</p> <p>A sample showing students what a journal entry might look like</p>	<p>The Poem and Song Journal, which comprises students' own collection of poems and songs, can be reviewed regularly.</p>	<p>Teachers might like to explain to students that the module involves:</p> <ul style="list-style-type: none"> <li>• reading, enjoying and appreciating poems and songs;</li> <li>• learning about the features of different types of poems;</li> <li>• writing some poems and song lyrics;</li> <li>• keeping a Poem and Song Journal which comprises a collection of poems and songs of their own choice and their personal responses; and</li> <li>• selecting one piece of work from their Poem and Song Journal for presentation at the end of the module.</li> </ul> <p>Teachers might like to bring in a selection of poems and songs to put up on the board to create interest among students. They may also think of ways or opportunities for some of the work students do throughout the module to be displayed. As most of the products in this module are creative by nature, it would be motivating to students to see their work enjoyed by others, whether that be on a class homepage, a class publication at the end of the module, or on the walls of their classroom or school.</p> <p>Teachers would need to make clear to students the reasons for them to keep a journal. Poems and songs, by their very nature, assume a personal response or interaction with the text. Students should be encouraged to freely express their personal views and feelings in response to poems and songs.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 2: Introduction to poems and songs</b>	<b>6 periods Lessons 3-8</b>	Students are able to: <ul style="list-style-type: none"> <li>• read, enjoy and appreciate poems and songs</li> <li>• identify and understand some features of poems and songs</li> <li>• read aloud some poems</li> <li>• explore sources for poems and songs</li> </ul>	Students are introduced to some poems and songs, and are familiarised with the vocabulary related to poem and song appreciation.  Students learn to read the poems aloud.  Students share their reading and insights in groups.  Students discover sources of poems and songs and make recommendations to one another.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
^Handouts on some poems and songs	Students' reading aloud of the poems	Students should be encouraged to start looking for poems and songs to be included in their Poem and Song Journal.
^A handout on poem and song vocabulary	<p>Entries in the Poem and Song Journal</p> <p>Students' selections of poems and songs and the journal entries can be placed in the folder.</p>	<p>Some of the lesson time can be spent in a computer room or the Multi-media Learning Centre (MMLC) to allow students to explore resources together and have instant sharing.</p> <p>Teachers might like to refer the students to the following websites for information about different poems and songs:  <a href="http://www.shadowpoetry.com/resources/wip/types.html">http://www.shadowpoetry.com/resources/wip/types.html</a>  <a href="http://www.algeo.net/poetry/page2.html">http://www.algeo.net/poetry/page2.html</a>  <a href="http://www.lyricsfreak.com/">http://www.lyricsfreak.com/</a></p> <p><i>(*For the less able students, teachers should give them more guidance on how to select poems and songs by suggesting criteria for text selection such as the level of difficulty in terms of content, theme and language.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 3: Reading and writing poems</b>	<b>19 periods Lessons 9-27</b>		
Acrostics, shape poems and poems making use of different grammatical patterns	6 periods Lessons 9-14	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>identify and understand the characteristics and features of acrostics, shape poems and poems making use of different grammatical patterns</li> <li>express personal feelings and views through writing different kinds of poems</li> <li>use dictionary skills to develop vocabulary</li> </ul>	<p>Acrostics:</p> <ul style="list-style-type: none"> <li>Students read and identify the characteristics of acrostics.</li> <li>Students start writing acrostics to describe themselves and their classmates by using their names and their classmates' names.</li> <li>In groups, students brainstorm possible topics to write on. They then practise writing acrostics individually.</li> </ul> <p>Shape poems:</p> <ul style="list-style-type: none"> <li>Students look at examples of shape poems and discuss their themes and characteristics.</li> <li>Students form small groups to share their feelings and views about particular objects, themes or images and take notes.</li> <li>Students write shape poems individually on a topic of their choice.</li> </ul> <p>Using grammatical patterns:</p> <ul style="list-style-type: none"> <li>The teacher introduces the concept of making use of different grammatical patterns to write poems.</li> <li>Students read, analyse and write poems using different grammatical patterns.</li> </ul> <p>Students can collaborate in groups to brainstorm for ideas and vocabulary and to give feedback to one another's drafts. They can then revise their drafts based on the feedback.</p> <p>Students will read and share with class the different types of poems they produce.</p>
Limericks and haikus	7 periods Lessons 15-21	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>identify and understand the characteristics of limericks and haikus</li> <li>read aloud limericks</li> </ul>	<p>Students read and discuss the characteristics of limericks. They then practise writing limericks.</p> <p>Students read a number of haikus and identify their themes.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^Handouts on:</p> <ul style="list-style-type: none"> <li>• acrostics</li> <li>• shape poems</li> <li>• poems making use of different grammatical patterns</li> </ul> <p>^A poem feedback form</p>	<p>The poems that students have produced can be self, peer and/or teacher assessed. The assessment criteria should be given and explained to students in advance.</p> <p>The poems can be placed in the folder.</p>	<p>The writing of acrostics provides students with an easy start-off point to poem writing. There are basically no strict rules to follow and it can be great fun. Students without much prior knowledge can still find it manageable.</p> <p>Students can find acrostics on the following website:  <a href="http://www.holycross.edu/departments/socant/dhummon/acrostics/acrostics.html">http://www.holycross.edu/departments/socant/dhummon/acrostics/acrostics.html</a></p> <p><i>(*For the less able students, teachers might like to give them a list of suggested topics to help them to generate ideas.)</i></p> <p>For a variation on this part, teachers might like to have the whole class work on the same topic for their acrostics and let students see and share the wide variety of ideas that they come up with.</p> <p>Shape poetry offers a lot of room for stretching both imagination and creativity. It is also visually very appealing to students and can be very effective for arousing students' interests.</p> <p>Students can find shape poetry on the following website:  <a href="http://pages.prodigy.net/sol.magazine/archives/shaped7.htm">http://pages.prodigy.net/sol.magazine/archives/shaped7.htm</a></p> <p>Teachers can choose to focus on any grammatical patterns to illustrate the concept to the students depending on their needs and ability. The point here is to make students recognise that learning grammatical patterns can be more than just rules. They can be applied creatively in poem writing to express a particular theme or personal feelings and emotions, or to tell a story.</p> <p>Teachers might also like to make use of this poem writing exercise as a reinforcement of the various grammatical patterns students have learned in the Compulsory Part.</p> <p><i>(*Teachers might consider asking the less able students to write simple poems made up of short sentences or phrases and choosing one particular grammatical pattern for them to start with.</i></p> <p><i>The more able students can apply various grammatical patterns they have learned in their poems. Teachers might also like to encourage them to appropriately apply poetic features in their poems.)</i></p> <p>For self, peer and teacher assessment of the poems that students write, emphasis should be placed on content and use of language to express feelings and emotions. Delivery techniques (e.g. pronunciation and eye contact) can also be assessed if students are asked to read and share their poems with the class. The more able students can also be assessed on style and the creative use of language.</p>
<p>^Handouts on:</p> <ul style="list-style-type: none"> <li>• characteristics of limericks</li> <li>• reading and</li> </ul>	<p>Students' reading aloud of the limericks</p> <p>Students' work regarding the themes of the haikus they have read and</p>	<p>Students can find limericks in Lear, E. (1996). <i>The Book of Nonsense and Nonsense Songs</i>. London: Godfrey Cave. Limericks can also be found at <a href="http://modena.intergate.ca/personal/gslj/limericks.html">http://modena.intergate.ca/personal/gslj/limericks.html</a>.</p> <p>More haikus can be found at</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
		<ul style="list-style-type: none"> <li>• write limericks based on prompts</li> <li>• discuss the themes of some haikus</li> <li>• select vocabulary that conveys images, moods or feelings effectively</li> <li>• express various themes or emotions by writing haikus</li> <li>• evaluate their own and others' haikus using a set of criteria</li> <li>• co-ordinate written texts and visual images in a photo display</li> </ul>	<p>Students discuss the characteristics of haikus.</p> <p>Students identify certain moods or images and brainstorm vocabulary to work out lists of words. They then practise writing haikus by referring to the word lists.</p> <p>Students share and evaluate each other's poems.</p> <p>Students create a photo display that complements one or more of the haikus they have written.</p>
Narrative poems/ballads	6 periods Lessons 22-27	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify and understand the features of narrative poems/ballads</li> <li>• present a creative oral performance</li> <li>• evaluate one's own and others' oral performance</li> <li>• write simple narrative poems by applying the various language and poetic features they have learned</li> </ul>	<p>Students read and discuss the themes, language and features of some narrative poems/ballads.</p> <p>Students prepare and perform an oral reading of a narrative poem.</p> <p>Students evaluate their own and other groups' oral performance using a set of criteria.</p> <p>Students think of an incident or experience that they would like to write a poem on.</p> <p>Students submit their drafts to the teacher for feedback and make necessary revisions.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<ul style="list-style-type: none"> <li>reciting limericks</li> <li>• writing limericks</li> <li>• characteristics of haikus</li> <li>• reading haikus and identifying themes</li> <li>• writing haikus and developing a photo display</li> </ul> <p>^A poem feedback form (used in Lessons 9-14)</p>	<p>identified</p> <p>Self, peer and/or teacher assessment of the poems that students have produced</p> <p>The photo display</p> <p>The limericks and haikus that students produce can be put into the folder.</p>	<p><a href="http://www.worldhaikureview.org/">http://www.worldhaikureview.org/</a></p> <p>Examples of haikus, with suggested activities, can also be found in the resource package <i>The Learning and Teaching of Poetry (Secondary 1-3)</i> (2002) produced by the Education Bureau.</p> <p>Students should be encouraged to complete at least three of their Poem and Song Journal entries by the end of this part.</p> <p>Teachers might like to consider a venue for students to display their work.</p>
<p>^A handout on poem and song vocabulary (used in Lessons 3-8)</p> <p>^Handouts on narrative poems</p> <p>^A performance feedback form</p>	<p>Recitation/Performance of poems</p> <p>Self and/or peer assessment of the oral performance of the poem</p>	<p>Students can find narrative poems on the following website: <a href="http://judithpordon.tripod.com/poetry/narrative_poetry.html">http://judithpordon.tripod.com/poetry/narrative_poetry.html</a></p> <p><i>(*Teachers might like to help the less able students by giving them more hints or resources for word selection and idea generation. More sample poems can also be provided to help them to initiate and organise ideas.</i></p> <p><i>For the more able students, teachers might like to encourage them to make up more sophisticated story outlines building in various characters or even a story twist. They can also be encouraged to incorporate more poetic features and to select vocabulary to create a special mood, tone or feeling for their poems.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 4: Appreciating songs and writing song lyrics</b>	<b>15 periods Lessons 28-42</b>		
Song lyrics reading and writing	6 periods Lessons 28-33	Students are able to: <ul style="list-style-type: none"> <li>• appreciate songs for their melody and lyrics</li> <li>• identify the language features of song lyrics</li> <li>• write/rewrite song lyrics</li> </ul>	Students listen to and appreciate some songs. They discuss and identify the themes, language and features of the songs.  Students make use of the features they have learned to write/rewrite song lyrics.
Song presentation for commercials	3 periods Lessons 34-36	Students are able to: <ul style="list-style-type: none"> <li>• understand how song lyrics can create images and meanings</li> <li>• understand how lyrics and images can be used for the purpose of promotion and publicity</li> <li>• select and present songs to promote certain products</li> <li>• evaluate their own and others' presentations</li> </ul>	Students listen to commercials to identify how songs are used to create images and promote products.  Students evaluate the effectiveness of the images created by songs in promoting products.  In groups, students create advertising campaigns that make use of songs. They then present their advertising campaigns to the class.  Students evaluate their own and other groups' presentations using a set of criteria.
#Musical appreciation and performing a song	6 periods Lessons 37-42	Students are able to: <ul style="list-style-type: none"> <li>• enjoy and appreciate a musical</li> <li>• understand the meaning of some songs</li> <li>• perform a song</li> <li>• evaluate their own and others' performance</li> </ul>	The teacher briefly introduces the musical <i>Oliver!</i> .  Students are presented with some songs from <i>Oliver!</i> and they engage in the following activities: <ul style="list-style-type: none"> <li>• listen to a song and complete a cloze</li> <li>• learn the meaning and pronunciation of unfamiliar words</li> <li>• use contextual clues to arrange the lines of a lyric</li> </ul> In groups, students learn and give a performance of a song.  Students evaluate their own and other groups' performance using a set of criteria.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
^Handouts on song lyrics	The written/rewritten lyrics can be placed in the folder.	<p>Students should be encouraged to select songs they enjoy and put them in their Poem and Song Journal. The lyrics of many songs can be found on the following website: <a href="http://www.tonsoflyrics.com">http://www.tonsoflyrics.com</a></p> <p><i>(*The more able students may be asked to select songs and design activities which focus on themes as well as language features to be presented to the class.)</i></p>
^Handouts on: <ul style="list-style-type: none"> <li>• commercials that use songs</li> <li>• role-play for the advertising campaign</li> </ul> ^A performance feedback form (used in Lessons 22-27)	Group presentations of the advertising campaigns  Self and/or peer assessment of student presentations	There are commercials on English TV channels that make use of songs. Teachers might like to recommend some suitable ones to the students.
^Handouts on song lyrics (used in Lessons 28-33)  ^Handouts on the musical <i>Oliver!</i>  ^A performance feedback form (used in Lessons 22-27)	Self, peer and/or teacher assessment of the group performance  Students' written work on musical appreciation can be placed in the folder.	A musical, which may be a new experience for some students, is recommended as the basis for the last 6 lessons of Part 4. <i>Oliver!</i> is suggested in this scheme as a possible resource that teachers might consider using. Teachers, however, need not adhere to the suggested title and may replace it with any other one they deem suitable. Alternatively, based on students' needs and interests, teachers may choose to work on another selection of songs (focussing on a particular theme) for these 6 lessons instead of doing a musical.  Students are encouraged to view <i>Oliver!</i> outside class time.

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 5: Final presentation and end of module reflection</b>	<b>8 periods Lessons 43-50</b>	Students are able to: <ul style="list-style-type: none"> <li>• display the Poem and Song Journal</li> <li>• demonstrate a critical understanding of a selected poem or song</li> <li>• reflect on the module</li> </ul>	Students demonstrate various aspects of knowledge gained in the module through their work in the Journal.  Students give presentations on a selected poem/song individually.  Students reflect on the module and share their insights and experience with classmates.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
A suitable venue for the display and the presentation	Assessment can be done on: <ul style="list-style-type: none"><li>• the Poem and Song Journal</li><li>• the poster</li><li>• the presentation</li><li>• the performance which should reflect how well the various aspects of what was covered in the module have been learned</li></ul>	There should be no restrictions on the format of the presentations. Teachers should encourage students to make use of whatever interesting and creative means they can think of. Students might also, if they like, recite/sing the selected poem/song.  Teachers would need to support students in various technical ways as they prepare for their presentations.

**(This is a blank page.)**

## Learning English through Popular Culture

### General Description

In this module, learners will be provided with opportunities to extend their range of English abilities through exploring popular culture. They will be exposed to an array of popular culture texts covering a range of text-types, such as reviews, newspaper/magazine columns, photo captions, advertisements and commercials. They will engage in different activities which aim to increase their critical thinking, creativity and cultural awareness. At the end of the module, they will present a selection of their work in a form that is agreed upon between them and the teacher (e.g. a time capsule, an online publication, a newspaper-type publication).

### Learning Targets

To develop learners' ability to:

- understand a variety of written and spoken texts related to popular culture
- analyse popular culture texts to understand the typical features, language and structures
- respond and give expression to experiences, events, ideas, characters or issues through creative writing, performance and personal reflections
- understand how the English language works in different texts in popular culture and apply this understanding to their learning and use of the language

### Learning Objectives

1. To help learners to understand and interpret ideas, information, facts, opinions and intentions presented in written and spoken texts related to popular culture
2. To help learners to develop the vocabulary, language, format and styles used in various texts of popular culture
3. To help learners to apply the knowledge and skills they have learned in their creative production and appreciation of popular culture texts

### Content

This module is divided into three parts.

In **Part 1**, learners are introduced to the basic concepts involved in this module, such as what popular culture means and what defines popular culture texts. They also need to consider the form that the end-of-module presentation of work will take.

In **Part 2**, learners are introduced to different text-types that are tied to different areas of popular culture (e.g. photo captions, comic strips, columns, advertisements and commercials, and reviews). Learners are provided with opportunities to learn about the content, language and stylistic features that are typically associated with the text-type in question, and to produce the text-type using a process approach.

In **Part 3**, learners give presentations of the work that they have produced.

### Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The

suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration. The breakdown for the three parts can be as follows:

Part 1	4 periods
Part 2	42 periods
Part 3	4 periods

## Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6)* (2007).

Assessment in the Popular Culture module will focus on learners' demonstration of their ability to:

- understand and interpret ideas and information in different popular culture texts
- identify the distinguishing language and stylistic features of different popular culture text-types
- identify the purpose and intended audience for different popular culture texts
- apply their knowledge and understanding of the language and characteristic features of popular culture texts in their own production
- revise a popular culture text for content/desired effects
- present their work orally

Assessment primarily focusses on the work produced by learners during the course of the module. This includes:

- short reviews of films
- column contributions (e.g. horoscopes, fashion and style, advice)
- captions (e.g. photo captions, cartoon captions)
- comic strips
- presentations
- group discussions

## A suggested scheme of work for Learning English through Popular Culture

### General remarks

1. The following suggested scheme of work is pitched at S5 level. Teachers might like to make any necessary adaptations considering the needs and level of ability of their students. For illustration purposes, teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module requires students to apply the knowledge about some of the text-types (e.g. advice letters, advertisements, reviews) that they have developed in the Compulsory Part. It aims to provide the basis for further exploration of these text-types in the context of popular culture. Students taking this module are expected to have had previous exposure to these text-types.
3. This module requires that students work in pairs and in small groups. Teachers will need to oversee that the groups are formed appropriately and that they stay on task.
4. At the end of the module, students present a selection of their work in a form that is agreed upon between them and the teacher (e.g. a time capsule, an online publication or a newspaper-type publication). Students are also encouraged to reflect on and monitor their own learning progress, and teachers should provide them with feedback and assistance where necessary. For illustration purposes, this scheme of work is developed on the assumption that the final product is a time capsule. Please refer to the Remarks column for Part 1 for more information.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate learning activities, based on students' needs and abilities.*

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 1: Module introduction</b>	<b>4 periods Lessons 1-4</b>	Students are able to: <ul style="list-style-type: none"> <li>• discuss and articulate what popular culture means</li> <li>• demonstrate awareness of what process writing involves</li> <li>• demonstrate awareness of what will be required for the time capsule</li> </ul>	<p>Students complete a popular culture survey. (The results should be shared during the second period of the class.)</p> <p>The teacher introduces to students the idea of time capsule and discuss with them what items could be included.</p> <p>Students review the stages of process writing in order to understand that they will need to carry out a process writing approach in this module.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^A handout on a popular culture survey</p> <p>^A handout on the stages of process writing</p>	<p>The module involves assessment of students' performance on the texts they produce for the time capsule as well as assessment carried out through observation of group discussions and presentations to the class.</p>	<p>Teachers need to emphasise at the beginning that the module involves close student interaction with text-types that focus on areas tied to popular culture (e.g. captions, advice columns, advertisements/commercials, reviews), and the creation of a time capsule that contains selected work produced for the module.</p> <p>Teachers would need to let students know the rationale behind creating the time capsule – to reflect the popular culture of a particular moment and serve as a memory and validation of the students' lives. It also creates a unity amongst the different tasks and keeps students motivated, producing a significant product by the end of the module, as opposed to completing a series of disconnected tasks.</p> <p>The text-types suggested in this scheme of work should be viewed as illustrations of what are considered suitable for this module. In the first few classes, teachers might want to discuss with students the types of texts to be included in the time capsule and how they may contribute to the collection of different texts they will read and discuss. Students could be referred to local newspapers (e.g. the Young Post supplement of the South China Morning Post) for a variety of popular culture text-types. A number of these texts can also be found online. (For the first writing task, however, teachers may want to prepare a collection of texts in advance, as there might not be enough time for students to contribute much right away.)</p> <p>Teachers may also consider adopting the process writing approach as an integral part of this module. As students produce each text, they should be encouraged to undertake a writing process that includes a number of stages. Some of these stages may need to be repeated. For example, after organising their ideas, they may realise that they have not focussed their ideas well enough and that they need to return to that stage of the process again.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 2: Examining and producing popular culture texts</b>	<b>42 periods Lessons 5-46</b>		
Collection of pictures with captions	6 periods Lessons 5-10	Students are able to: <ul style="list-style-type: none"> <li>• identify the content, language structures and features of captions</li> <li>• produce a collection of photos based on a theme</li> <li>• write captions that adhere to the typical characteristics of this text-type</li> <li>• present ideas coherently</li> </ul>	Students read examples of photos with captions and identify what the captions say about the person/thing photographed.  Students familiarise themselves with the content, language structures and features of captions.  Students discuss and decide what theme their collection of images should cover and what images be selected for their collection.  Students take or collect pictures, write and edit their captions and give feedback to their group mates.  Students make a group presentation of their collection of photos, with each member talking about his/her contribution and the reasons behind his/her choice of photos for inclusion in the collection.
Comic strips	6 periods Lessons 11-16	Students are able to: <ul style="list-style-type: none"> <li>• identify the content, language structures and features of comic strips</li> <li>• write texts in comic strips that adhere to the typical characteristics of this text-type</li> <li>• express ideas coherently through written and oral presentations</li> </ul>	In groups, students read examples of comic strips with speech bubbles/narration and identify what they tell about the event/story.  Students familiarise themselves with the content, language structures and features of comics.  Students collect and select comic strips and rewrite the speech bubbles/narration to create a new event/story. Students discuss to decide on the theme and plot of their comic strip.  Students make a group presentation of their comic strip, with each member talking about his/her contribution and the reasons behind his/her choice of comic and the new plot.  Students give feedback on the comic strips produced by other groups.
Columns (advice, horoscope, fashion, food, etc.)	8 periods Lessons 17-24	Students are able to: <ul style="list-style-type: none"> <li>• identify the content, features, language and structures of advice columns</li> <li>• discuss what problems are representative of students' age group</li> <li>• select, organise, and develop content in order to write advice-seeking and advice-giving letters</li> <li>• write different types of</li> </ul>	Students read and identify the characteristics of different types of columns. In groups, they create texts for an advice column and one other type of column of their own choice.  For the advice column: <ul style="list-style-type: none"> <li>• Students read advice columns and identify the kind of problems being dealt with.</li> <li>• They go over the handout on writing advice columns and familiarise themselves with the features and language structures of advice columns.</li> </ul>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A collection of photos with captions for students to study and examine</p> <p>^A handout on writing captions</p> <p>^A group presentation feedback form</p>	<p>Peer and/or teacher assessment of group presentation</p> <p>The captions written can be added to the time capsule.</p>	<p>The photos should be about subjects that represent popular culture.</p> <p>Teachers should remind students that the photos in the collection they compile should be thematically related in order to provide a context for discussion and presentation.</p> <p>Pictures for the caption-writing activities can be sourced from newspapers and magazines (the online or print edition).</p>
<p>A collection of comic strips for students to read</p> <p>A handout on writing comic strips</p> <p>^A group presentation feedback form (used in Lessons 5-10)</p>	<p>Peer and/or teacher assessment of the comic strips</p> <p>The comic strips can be added to the time capsule.</p>	<p>Teachers can help students to arrive at a common theme on which the plot of their comic strips should be based in order to provide a platform for discussion and make peer assessment more manageable for students. As an alternative, to encourage imagination and creativity, students can be asked to create any story with a theme.</p> <p>Comic strips for classroom activities can be sourced from newspapers/magazines/comic books.</p> <p><i>(*For the less able students, teachers may suggest certain themes for them to write their comic strips on, e.g. friendship, school life. They may also consider adopting themes that are being dealt with in other on-going English lessons.)</i></p>
<p>A collection of column texts for students to read</p> <p>^A handout on writing advice columns</p>	<p>Peer and/or teacher assessment of discussion on what problems teenagers often encounter and what problems to include in the column</p> <p>Peer and/or teacher assessment of the letters and the role-play</p> <p>The advice columns can be added to the time capsule.</p>	<p>Local newspapers (e.g. the South China Morning Post's Young Post supplement) provide a source of teenage angst advice columns written in language suitable for most senior secondary students.</p> <p>Other types of columns suggested in this scheme of work can be found in the lifestyle section of local English-language newspapers (e.g. the South China Morning Post and Hong Kong Standard) and magazines (e.g. the Hong Kong Magazine and BC Magazine).</p> <p><i>(*As far as other types of columns are concerned, the less able students are likely to need more explicit teaching of the features, vocabulary and language structures involved. The more able students could, on the other hand, be encouraged</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
		column texts <ul style="list-style-type: none"> <li>• seek and give advice in a role-playing activity</li> </ul>	<ul style="list-style-type: none"> <li>• They then discuss and anticipate the kinds of problems that teenagers often encounter, and then decide on scenarios that they can use to write an advice-seeking letter and an advice-giving letter. This will involve note-taking.</li> <li>• Students write and edit their advice-seeking and advice-giving letters and give feedback to their group mates.</li> <li>• They role-play the advice-seeking/ advice-giving scenario.</li> </ul> <p>For the other type of column (e.g. horoscope/ food column/fashion column):</p> <ul style="list-style-type: none"> <li>• Students identify the content, features, vocabulary and language structures associated with it.</li> <li>• They discuss and decide on the subject of their selected column.</li> <li>• They write and edit texts for the column and give feedback to their group mates.</li> </ul>
Advertisements and commercials	10 periods Lessons 25-34	Students are able to: <ul style="list-style-type: none"> <li>• identify the content, strategies, language and stylistic features in advertising</li> <li>• present the findings of an analysis</li> <li>• produce an advertisement or a commercial</li> </ul>	<p>In groups, students examine the content, strategies, language and stylistic features of advertisements/commercials and present their analysis.</p> <p>Out of class, students individually analyse an advertisement or a commercial.</p> <p>In groups, students develop an advertisement or a commercial. They then present and/or perform their work to the class.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
		<p><i>to identify more independently such features, vocabulary and language structures.)</i></p> <p>The following websites can be consulted for other varieties of columns:</p> <p><u>Horoscope</u>  <a href="http://horoscopes.astrology.com/">http://horoscopes.astrology.com/</a>  <a href="http://www.mysudbury.ca/Kids/Fun/Horoscopes/YahooligansHoroscope.htm">http://www.mysudbury.ca/Kids/Fun/Horoscopes/YahooligansHoroscope.htm</a>  <a href="http://www.bbc.co.uk/teens/girls/horoscopes/dailyhoroscopes/index.shtml">http://www.bbc.co.uk/teens/girls/horoscopes/dailyhoroscopes/index.shtml</a>  <a href="http://astrology.gurl.com/horoscopes/dailyteen.html">http://astrology.gurl.com/horoscopes/dailyteen.html</a></p> <p><u>Fashion columns</u>  <a href="http://askmen.com/fashion/fashiontip/">http://askmen.com/fashion/fashiontip/</a>  <a href="http://news.bbc.co.uk/2/hi/uk_news/magazine/3680538.stm">http://news.bbc.co.uk/2/hi/uk_news/magazine/3680538.stm</a>  <a href="http://www.be.young.dsl.pipex.com/fashion/">http://www.be.young.dsl.pipex.com/fashion/</a></p> <p><u>Food columns</u>  <a href="http://www.stayinginshape.com/3osfcorp/libv/h02.shtml">http://www.stayinginshape.com/3osfcorp/libv/h02.shtml</a>  <a href="http://www.foodvenue.com/food_tips.asp">http://www.foodvenue.com/food_tips.asp</a></p>
<p>A collection of advertisements and commercials</p> <p>^A handout on advertising strategies, language and features</p> <p>^A handout on analysing and developing advertisements/commercials</p> <p>^A group presentation feedback form (used in Lessons 5-10)</p> <p>^An advertisement/commercial feedback form</p>	<p>Peer and/or teacher assessment of students' group presentation</p> <p>Peer and/or teacher assessment of students' discussion in preparation for the written work/performance</p> <p>The written work produced and/or the videotape of the performance can be added to the time capsule.</p>	<p>Students should be encouraged to read/view a variety of advertisements/commercials in order to develop the ability to distinguish objective facts from subjective opinion and to write persuasively.</p> <p>As for the final product for this section:</p> <ul style="list-style-type: none"> <li>• Students who prefer to develop an advertisement can be encouraged to include in their draft any graphics that would help the advertisement to make a lasting impression.</li> <li>• To emphasise oral production, students who choose to develop a commercial can be encouraged to go beyond writing the script by actually performing it. The performance can be video-taped and the tape put into the time capsule.</li> </ul> <p><i>(*The less able students could be asked to design/script an advertisement/a commercial based on a model. The more able students should be encouraged to explore and use the resources available to develop an advertisement/a commercial more independently. They may even be encouraged to include in their advertisement/commercial an element of atmosphere, tone of voice or wordplay, e.g. puns, rhymes, jingles.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
#Reviews (movie, TV show, music, video game)	12 periods Lessons 35-46	Students are able to: <ul style="list-style-type: none"> <li>• identify the content, features, language and structures typically found in movie/TV show/music/video game reviews</li> <li>• make judgements about movies/TV shows/music/video games</li> <li>• justify points of view in writing</li> <li>• select, create, develop, and organise content for a movie/TV show/music/video game review</li> <li>• write a movie/TV show/music/video game review</li> </ul>	<p>In groups, students read and discuss movie/TV show/music/video game reviews.</p> <p>Students familiarise themselves with the content, features, language and structures typically found in movie/TV show/music/video game reviews.</p> <p>Students discuss and decide on what movies/TV shows/music/video games should be reviewed and what judgements to make.</p> <p>Students write and edit their reviews and give feedback to their group mates.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A collection of reviews</p> <p>^A handout on writing reviews</p> <p>A group discussion feedback form</p>	<p>Peer and/or teacher assessment of students' discussion in preparation for the written work</p> <p>Peer and/or teacher assessment of the reviews</p> <p>The reviews can be put into the time capsule.</p>	<p>Teachers might like to exercise their discretion as to whether students can use non-English materials (e.g. Chinese language films, Chinese language TV programmes, Cantonese pop music) as the basis of their reviews. In any case, the reviews have to be written in English.</p> <p>The reviews can be individual work or group work.</p> <p><i>(*For the less able students, the film review can focus on the basic ingredients, such as plot, theme and acting. The more able students may, on the other hand, be asked to write a more elaborate film review covering areas such as photography and sound effects.)</i></p> <p>The following websites can be consulted for examples of reviews:</p> <p><u>Film reviews</u>  <a href="http://www.imdb.co.uk">http://www.imdb.co.uk</a>  <a href="http://www.empireonline.co.uk">http://www.empireonline.co.uk</a>  <a href="http://www.bbc.co.uk/films/archive.shtml?film_reviews">http://www.bbc.co.uk/films/archive.shtml?film_reviews</a>  <a href="http://www.filmunlimited.co.uk">http://www.filmunlimited.co.uk</a>  <a href="http://www.hkfilms.com/?http://hkfilms.com/Reviews.shtml">http://www.hkfilms.com/?http://hkfilms.com/Reviews.shtml</a>  <a href="http://www.amazon.co.uk">http://www.amazon.co.uk</a></p> <p><u>TV show reviews</u>  <a href="http://pearl.tvb.com/">http://pearl.tvb.com/</a></p> <p><u>Music reviews</u>  <a href="http://www.amazon.co.uk">http://www.amazon.co.uk</a>  <a href="http://www.dotmusic.com">http://www.dotmusic.com</a>  <a href="http://www.tmfhk.com/">http://www.tmfhk.com/</a></p> <p><u>Video game reviews</u>  <a href="http://www.amazon.co.uk">http://www.amazon.co.uk</a>  <a href="http://www.ota2u.com/review.php?f_type=games">http://www.ota2u.com/review.php?f_type=games</a>  <a href="http://www.gamerankings.com/">http://www.gamerankings.com/</a>  <a href="http://www3.cd-wow.com/news_3.php">http://www3.cd-wow.com/news_3.php</a></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 3: Compiling and presenting the time capsule</b>	<b>4 periods Lessons 47-50</b>	Students are able to: <ul style="list-style-type: none"><li>• work as a group to select texts to be included in the time capsule</li><li>• present the final product</li><li>• reflect on the module</li></ul>	Students select the items to be included in their time capsules.  Students present their time capsules to the class.  Students reflect on the module and share their insights and experience with classmates.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
	Assessment of the time capsule produced by each group	Teachers might consider holding a display of the time capsules. Guests could also be invited to bring a sense of occasion/celebration to the end of the module.

**(This is a blank page.)**

## Learning English through Sports Communication

### General Description

This module helps learners to learn to read/view and produce a range of texts related to sports. Learners will also learn vocabulary and expressions related to sports, the skills and strategies sports writers and broadcasters employ to create their texts, the sales pitch in promotional and advertising materials about sports, the ways in which fans express their support, etc. Towards the end of the module, learners will produce a selection of texts for a sports display, media programme or magazine.

### Learning Targets

To develop learners' ability to:

- understand a variety of written and spoken texts related to sports
- analyse sports-related texts to understand the typical features, language and structures
- organise and present information and ideas on a sports-related topic
- understand how the English language works in different sports-related texts and apply this understanding to their learning and use of the language

### Learning Objectives

1. To familiarise learners with the various elements of sports writing, such as types, styles and conventions
2. To help learners to develop the skills needed to create written and spoken materials related to sports
3. To reinforce learners' language skills and learning strategies through providing them with the opportunities to produce texts for sports coverage and promotion

### Content

The module has three different types of lesson.

There are writing workshops that examine different types of sports-related text and lead to writing practice. Writing activities will cover fan pages/player profiles, product reviews, sports articles, surveys and reports, etc.

There are lessons that concentrate on developing learners' speaking skills. Oral activities will cover presentations, interviews, discussions, etc.

There are other lessons intended to offer variety and keep learners well-motivated. Activities include quizzes, films and songs. There will also be a display of work done relating to the learners' own school.

### Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration. The breakdown for the three types of lessons can be as follows:

Writing workshops	18 periods
Oral activities	16 periods
Additional activities	16 periods

## Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6)* (2007).

Assessment in the Sports Communication module will focus on learners' demonstration of their ability to:

- speak and write appropriately about one or more sports
- gather and organise information
- develop materials about sporting activities in the school

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- presentations
- sports articles
- sports product reviews
- fan pages
- survey reports

## A suggested scheme of work for Learning English through Sports Communication

### General remarks

1. The following suggested scheme of work is pitched at S5 level. Teachers might like to make any necessary adaptations considering the needs and level of ability of their students. For illustration purposes, teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module requires students to apply the language knowledge and skills that they have developed in the Compulsory Part. It aims to provide the basis for further exploration of some of the text-types (e.g. fan pages/player profiles, product reviews, articles, surveys and reports) in the context of sports communication. Students taking this module are expected to have had exposure to some of these text-types.
3. Once the school has decided to offer this module it can start building up resources. The library probably already has a collection of sports-related material and can be encouraged to add to it. English language sports magazines may be a good investment. Student work can be kept from year to year to allow new members of the module to see the usual standard. Boxes of cuttings relating to major sports events can be kept and lists of good websites drawn up. Obviously the school's Physical Education Department could be invited to co-operate. It would be excellent if the class could attend a sporting event together or if the school could invite a sports personality to come and talk. As with actual sports, an attempt to build up a team spirit would lead to better results.
4. Students should be encouraged to keep a folder for this module which will serve as a record of their learning. The folder may comprise all the assignments the students have done for the module, both oral and written. Students are also encouraged to reflect on and monitor their own learning process, and teachers should provide them with feedback and assistance where necessary.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate learning activities, based on students' needs and abilities.*

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Module introduction  Sports vocabulary	2 periods Lessons 1-2	Students are able to: <ul style="list-style-type: none"> <li>• understand the aims, design and content of the module</li> <li>• understand and use some common sports vocabulary</li> </ul>	<p>Students are given a brief outline of the module and told of the various oral and written tasks they will be expected to perform, including the preparation of a display on sports in the school. They can be encouraged to start thinking of good ideas for this.</p> <p>Students are told in advance to bring some English newspapers or sports magazines to class.</p> <p>The teacher asks them to scan the newspapers or magazines for sports vocabulary related to some of the following:</p> <ul style="list-style-type: none"> <li>• types of sports and competitions</li> <li>• participants and spectators</li> <li>• equipment and facilities</li> <li>• skills and actions</li> <li>• performance</li> <li>• rules and regulations</li> <li>• results and records</li> <li>• victories and losses</li> <li>• awards and honours</li> <li>• sports conduct</li> </ul> <p>Students are encouraged to try working out the meanings of the words in context before making use of a dictionary.</p> <p>The teacher then pools the vocabulary together and explains the unfamiliar ones. He/She may also introduce other vocabulary he/she considers useful.</p>
Fan talk	4 periods Lessons 3-6	Students are able to: <ul style="list-style-type: none"> <li>• identify the characteristics of various types of sports texts</li> <li>• write fan material</li> </ul>	<p>Students read and familiarise themselves with various examples of fan material (magazines, letters, profiles of famous sports people and teams, etc.).</p> <p>Students produce a piece of writing suitable for a fan website.</p>
Quiz on sports knowledge	2 periods Lessons 7-8	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate and share knowledge about sports</li> <li>• produce and conduct a quiz</li> </ul>	<p>Every student is asked to bring ten questions that are neither so easy that everyone knows the answer nor so hard that no one does. The teacher or a quizmaster can conduct the quiz. It can be for everyone or a knock-out competition. The aim is for students to enjoy the module and use English unselfconsciously.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A handout on the module detailing the content, preparation work needed for some lessons, etc.</p> <p>^A handout on sports vocabulary</p>		<p>Teachers might like to tell students that the module aims at helping them to read/view a range of texts related to sports. They will also develop the skills and strategies in creating texts such as fan pages and sports product reviews. A selection of the texts they have produced will be on display at the end of the module.</p> <p>There are many relevant websites and the students will no doubt be already aware of them and be able to make recommendations. From a teaching point of view <a href="http://eleaston.com/sports.html">http://eleaston.com/sports.html</a> is a rich source of teaching material and vocabulary and will be very useful when preparing the various handouts, such as the vocabulary ones for the first lesson. The major broadcasting networks/channels also carry a lot of information:  <a href="http://news.bbc.co.uk/sport">http://news.bbc.co.uk/sport</a>  <a href="http://sportsillustrated.cnn.com">http://sportsillustrated.cnn.com</a>  <a href="http://www.foxsports.com">http://www.foxsports.com</a>  <a href="http://thestar.com.my/news/sports">http://thestar.com.my/news/sports</a></p>
<p>^A handout on fan talk</p> <p>^A list of websites with suitable material</p>	<p>The piece of writing can be put into the folder.</p>	<p>(*Teachers might like to vary the length requirement for the writing depending on the abilities of the class of students. If the students are not very proficient at English, a short letter to a sports idol expressing reasons for admiration or a brief enthusiastic introduction to a player or team will be sufficient. A full design for the homepage of a website could be required from the more able students.)</p> <p>Teachers may encourage students to read widely about the teams and players that interest them before producing their own piece of work. As there is so much material available about sport, it is necessary to remind students of the evils and pointlessness of plagiarism.</p>
<p>A bank of questions in case there are any problems with the student questions</p>		<p>Teachers should have some more questions ready in case of any problems. If questions are written on individual slips they can be drawn randomly and quickly checked for suitability.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Presentation on sports	6 periods Lessons 9-14	Students are able to: <ul style="list-style-type: none"> <li>• give a short presentation to an audience</li> <li>• research, summarise and present information</li> <li>• demonstrate and share knowledge about sports</li> </ul>	Students are given a list of sports from which they select one they are interested in. In small groups of three to four, they make a short presentation (of about 10 minutes) to introduce the sport.  Students evaluate their own and other groups' presentation using a set of criteria.
Sports advertising	4 periods Lessons 15-18	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate awareness of advertising methods</li> <li>• communicate ideas in a discussion</li> <li>• read and write texts on sports advertising</li> <li>• understand and use some common vocabulary for sports advertising</li> </ul>	Students bring examples of advertising material for sports products to class and share them. In small groups, they discuss the main features and selling points of sports advertising.  Students choose a sports product and produce an advertising leaflet for it.  Students evaluate their own and others' leaflets using a set of criteria.
#Sports product review	4 periods Lessons 19-22	Students are able to: <ul style="list-style-type: none"> <li>• express judgement, recommend action and make comparison</li> <li>• take part in a discussion</li> <li>• read and write texts on sports product review</li> <li>• understand and use some common vocabulary for sports product review</li> </ul>	In pairs, students read and discuss sports product reviews to familiarise themselves with the writing style and the criteria for choosing and judging various items of sports equipment.  Students write a short review on a sports product they have purchased or are planning to buy.  Students evaluate their own and others' review using a set of criteria.
Films on sports	4 periods Lessons 23-26	Students are able to: <ul style="list-style-type: none"> <li>• share experience and opinion on the viewing of films on sports</li> <li>• take part in a discussion</li> </ul>	Students tell each other about good films they have seen relating to sports.  Students watch a film or part of a film on sports outside class. They have to complete a handout relating to the film.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
^A handout on presentation of sports ^A list of sports ^A suggested plan with guiding questions ^Presentation guidelines ^A presentation feedback form Sound equipment	Self, peer and/or teacher assessment of the presentation	<p><i>(*Teachers should adjust the amount of instruction and guidance based on their knowledge of how much experience of making presentations the students have. The suggested plan and presentation guidelines may be given to the less able students as an extra form of help.</i></p> <p><i>The length and complexity (whether the talk should include visual aids, whether the presentations are to be made by individuals or pairs, etc.) will probably depend on the number of students in the class, students' abilities and the constraints of time.)</i></p> <p>Some co-ordination by teachers may be necessary in order to ensure that while students talk about topics that interest them there is not too much reduplication of material that may risk loss of the audience's attention. Teachers may also invite suggestions from students on what other sports to include.</p>
^A handout on sports advertising Examples of sports advertising or access to suitable websites A handout on advertising language An advertising leaflet feedback form	Self, peer and/or teacher assessment of the advertising leaflet The advertising leaflet can be included in the folder.	The major manufacturers of sporting goods have useful websites students may visit.
^A handout on sports product review A review feedback form	Self, peer and/or teacher assessment of the reviews The review can be kept in the folder.	
A list of suggested film titles	Students' work related to sports films can be added to the folder.	<p>While the enthusiasm of students must not be harmed, teachers should try to steer the class' interest towards English language films. Watched with English subtitles, films can supply students with enjoyable language input (listening and reading).</p> <p>Teachers might also prepare a handout on sports films and let teams compete to find the information to complete it.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Preparing for the final display	2 periods Lessons 27-28	Students are able to: <ul style="list-style-type: none"> <li>• take decisions about work and plan ahead</li> <li>• brainstorm and share ideas</li> <li>• co-operate with classmates</li> </ul>	Students are given details of the arrangements for the final display.  The teacher will tell them that they will be producing material based on the sports activities in the school and it will be used for the display, and that the aim is to have as many interesting different approaches to sport in the school as possible.  Each student will submit a minimum of two texts of different genres, say sports articles and survey reports. Students should remember that while the main focus is English, they are encouraged to explore any media that interest them.  The lesson should be a brainstorming one with students sharing ideas, forming groups and taking initial decisions.
Sports writing	4 periods Lessons 29-32	Students are able to: <ul style="list-style-type: none"> <li>• identify the characteristics of sports articles</li> <li>• research a sports topic</li> <li>• read and write sports articles</li> </ul>	Students look at a selection of sports articles, read them and answer questions that can help them to notice aspects of style, organisation and vocabulary.  Students choose a topic of a similar nature for use in the final display, i.e. a topic related to the context of the school, gather relevant information, and write an article on it.  Students evaluate their own and others' sports articles using a set of criteria.
#Sports commentary	4 periods Lessons 33-36	Students are able to: <ul style="list-style-type: none"> <li>• describe sports events and make judgements</li> <li>• describe present actions and states using appropriate tenses</li> </ul>	Students watch a recording of a commercial broadcast and discuss the commentary.  They then watch a short recording of highlights of a school sports game or event, e.g. a few minutes of a basketball match, table tennis game or sports day race. In groups, they develop a commentary for the game or event. One student from each group will then give the commentary orally before the class.  Students evaluate their own and others' sports commentaries using a set of criteria.
Sports songs	2 periods Lessons 37-38	Students are able to: <ul style="list-style-type: none"> <li>• share and enjoy sports songs</li> </ul>	Students choose and perform famous sports songs in English.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A handout detailing the requirements for the final display</p> <p>A handout with suggested topics and genres/formats</p>	<p>Completed work for the final display should form part of the folder.</p>	<p>The final display may take various forms. It will probably be a room with equipment for playing the various recordings and display boards and tables covered with work. A technically well-supported or ambitious group might put all the material onto a CD-ROM or website. A magazine could be another choice with a recorded disc included. The important thing is that the students have a sense of achievement at the end of the module and can proudly show their work to their schoolmates.</p>
<p>Articles on sports of various types or access to them on the Internet</p> <p>A handout with suggested topics and genres/formats</p> <p>A sports article feedback form</p>	<p>Self, peer and/or teacher assessment of the sports article</p> <p>The article can be placed in the folder.</p>	<p>The first double lesson is for gaining familiarity with sports articles and deciding on topics to write about. Before the next double lesson the students will need to do the necessary research - watching matches, interviewing people, collecting data and so on. The second double lesson is for writing and asking for advice.</p> <p>The advantage of asking students to write about sports activities in their own schools is that it will make plagiarism practically impossible.</p> <p><a href="http://www.worldnewspapers.com/sport-magazine.html">http://www.worldnewspapers.com/sport-magazine.html</a> gives access to various sports magazines with articles that may help. Searches for school and college magazines, newspapers and newsletters will produce good material that is not too difficult. Students might like to visit the following websites:  <a href="http://www.thedartmouth.com">http://www.thedartmouth.com</a>  <a href="http://westvirginia.scout.com">http://westvirginia.scout.com</a>  <a href="http://www.dailyillini.com">http://www.dailyillini.com</a></p> <p><i>(*The more able students should be encouraged to work on broader issues, e.g. drugs in sports, betting and football, the acceptability of dangerous sports, bad behaviour of fans, sport and nationalism and corruption in sports bodies.)</i></p>
<p>Recordings of some school sports games or events</p> <p>A sports commentary feedback form</p>	<p>Self, peer and/or teacher assessment of the commentary</p> <p>The written commentary can be placed in the folder.</p> <p>The oral commentary, recorded and added to the original recording, can also be put in the folder.</p>	<p>Teachers would need to provide appropriate activities to help students to produce a commentary.</p> <p><i>(*For the more able students, teachers may ask them to watch a commercial broadcast with the sound switched off and they develop a commentary for it.</i></p> <p><i>For the less able students, teachers may provide the script of the commentary.)</i></p>
<p>A venue which has the necessary audio-visual</p>		<p>There are various sources of sports songs. Anyone who watches sports matches on television will be aware that fans often sing songs of support and that teams make recordings.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
		<ul style="list-style-type: none"> <li>• demonstrate oral English skills through songs</li> </ul>	
Survey and report	4 periods Lessons 39-42	Students are able to: <ul style="list-style-type: none"> <li>• decide on survey topics and ways to gather useful data on them</li> <li>• write survey questions and conduct a survey</li> <li>• organise data and draw conclusions from them</li> </ul>	Students study a sample questionnaire, result summary and report to familiarise themselves with the format, language and style.  In pairs or small groups, students prepare a similar set of documents (e.g. a questionnaire, a short report) on an issue related to sport in the school.
Major sports events	4 periods Lessons 43-46	Students are able to: <ul style="list-style-type: none"> <li>• gather information on a topic</li> <li>• present information in a succinct and interesting way</li> <li>• give a brief talk in English</li> <li>• understand and use some common vocabulary for sports events</li> </ul>	Students are allocated or select for themselves different major sports events and give brief talks about them.  Students evaluate their own and others' presentations using a set of criteria.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
equipment and/or musical instruments and allows the creation of a lot of noise		<p>"We are the Champions" and "One Moment in Time" can often be heard. Supporters also take up chants such as:  <i>Six, seven, eight,  Who do we appreciate?</i></p> <p>followed by spelling a team name and then shouting it. Some teams have a selection of songs and chants on their websites (e.g. <a href="http://www.chelseafc.com">http://www.chelseafc.com</a>). Schools and teams may have their own songs and house cheering teams their English chants.</p>
<p>Sample questionnaire, result summary and report</p> <p>Websites with sports questionnaires, surveys, results and reports</p>	<p>The questionnaires, results and reports will be part of the folder.</p>	<p><i>(*It will depend on the nature of the students how these lessons should be tackled. In some schools the students may be able to conduct the survey in English in the playground. In others teachers may need to help by asking various teachers and classes to give up some time to answer the questions. Teachers may also decide whether to let students choose their own topics or allocate some topics to them, such as:</i></p> <ul style="list-style-type: none"> <li>• <i>sports preferences</i></li> <li>• <i>difference between boys and girls, juniors and seniors</i></li> <li>• <i>levels of sports participation</i></li> <li>• <i>television viewing in relation to sport</i></li> <li>• <i>spending on sport</i></li> <li>• <i>team support, attitudes)</i></li> </ul> <p>The questionnaire should be completed in the first double lesson so that the survey can be carried out before the next lesson. In the second double lesson the results should be presented in tabular form with conclusions drawn, and the report should be written up. The final product, possibly further refined, will be part of the final display.</p> <p>Naturally the main aim is for the students to use English rather than learn social science techniques; it would, however, be preferable if sufficient answers were obtained for the results to have some sort of validity.</p> <p><i>(*For the less able students, the survey need not be formal or of a great magnitude. They may be asked to simply formulate some questions, gather information and write a couple of paragraphs to report the findings.)</i></p> <p>Resources on the Web:  <a href="http://www.hn.psu.edu/faculty/jmanis/dis_s_re.htm">http://www.hn.psu.edu/faculty/jmanis/dis_s_re.htm</a></p>
<p>A handout on major sports events</p> <p>^A presentation feedback form (used in Lessons 9-14)</p>	<p>Self, peer and/or teacher assessment of the brief talk</p>	<p>Students will need to be told about this activity in advance so that they can be prepared.</p> <p>Each student can be asked to speak for at least two minutes, or each small group can be given a few minutes to introduce an event.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
#Feelings about sport; sportsmanship	2 periods Lessons 47-48	Students are able to: <ul style="list-style-type: none"> <li>• think philosophically about sport</li> <li>• express personal feelings</li> </ul>	Students talk about what good qualities emerge from playing sports.  The teacher should guide students to talk about what they as individuals get from sport, what different sports suit different character types and help address different needs.
Final display	2 periods Lessons 49-50	Students are able to: <ul style="list-style-type: none"> <li>• organise and take part in a display</li> <li>• introduce and present work</li> </ul>	The final lesson should have a sense of ceremony. The teacher can speak a few words summing up what has been done, guests can be invited to enjoy the class' work and students can talk about their experience and offer feedback for the future improvement of the course.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
Some codes of sportsmanship	Students' written reflections on sports can be placed in the folder.	(*For the more able students, teachers could get them to talk or read about sportsmanship and the various codes that express it. Examples of codes of sportsmanship are available at: <a href="http://kilby.sac.on.ca/athletics/rugby/sportsmanship.htm">http://kilby.sac.on.ca/athletics/rugby/sportsmanship.htm</a> )
A suitable venue for the display so that it does not have to be cleared away too quickly and so that as many as possible can be given a chance to see it	The pieces of work completed for this display, individually and in groups, will be an important component of the folder.	Obviously the display will need to be put together outside class time, and the actual lessons be used for closing comments on the class' progress. It is important that the display create a sense of occasion. Guests should be asked to appreciate the students' hard work and an opportunity given to students to see the work, which should be of interest as it relates to the school.  Suitable items or copies of them can be kept for future reference.

**(This is a blank page.)**

## Learning English through Debating

### General Description

This module introduces learners to the format and principles of debating, and its value as a powerful language learning tool. Learners will be engaged in a broad range of activities which aim to enhance their presentation, argumentation, critical thinking, collaboration and information skills, increase their world knowledge and develop their self-confidence. Learners will take part in a debate towards the end of the module.

### Learning Targets

To develop learners' ability to:

- converse and argue about points of view persuasively and confidently
- participate with others in planning, preparing for and carrying out a debate
- generate, research, relate, connect, develop, refine, justify and apply ideas
- define and solve problems by considering related factors and exploring options
- understand how the English language works in the context of a debate and apply this understanding to their learning and use of the language

### Learning Objectives

1. To familiarise learners with the format, basic set up and rules of a debate
2. To teach learners how to research and prepare for a debate
3. To help learners to develop the skills for debating, in terms of content, structure and style
4. To enhance learners' debating skills by providing them with the opportunities to participate in debates

### Content

The module comprises three parts.

In **Part 1**, learners participate in a range of activities which help them to understand the fundamental idea and the basic set up of debating as well as the idea of rhetoric.

**Part 2** aims at helping learners to develop the range of skills necessary for debating, such as defining motions, researching information, analysing underlying principles and assumptions, working on arguments and examples, structuring arguments logically, preparing speeches and rebuttals, and using appropriate delivery techniques.

**Part 3** provides an opportunity for learners to participate in a debate where they will apply their knowledge and skills in argumentation, organisation, collaboration, oral presentation and self/peer assessment.

### Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration.

The breakdown for the three parts can be as follows:

Part 1	9 periods
Part 2	31 periods
Part 3	10 periods

## Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6)* (2007).

Assessment in the Debating module will focus on learners' demonstration of their ability to:

- identify issues and problems
- research, analyse and organise information
- develop and elaborate arguments to justify or apply ideas
- plan and produce coherent and structured texts to achieve intended purposes
- use debating skills appropriately

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- group discussions
- role-plays
- presentations
- writing scripts for speeches
- debates

## A suggested scheme of work for Learning English through Debating

### General remarks

1. The following suggested scheme of work is pitched at S6 level. Teachers might like to make any necessary adaptations considering the needs and level of ability of their students. For illustration purposes, teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module builds on the presentation and argumentation skills/strategies covered in the Compulsory Part. It aims to provide the basis for further exploration of such skills in the context of debating. Students taking this module are expected to have had some exposure to and practice in these skills.
3. At the most fundamental level, a debate is an argument in which two groups of participants argue about two opposite viewpoints. Debates and arguments both require the participants to put forward and defend their views on a topic in a persuasive, confident and natural way. The difference between the two lies in the rules in debating, which are there to ensure that all participants get an equal opportunity to win. While the primary aim of this module is to develop students' ability to use English as best they can to argue for their viewpoints, the aim can be achieved either by engaging students in the suggested activities which are designed to familiarise students with the knowledge and skills in conducting formal debates, or by making use of debating activities conducted in a less formal format as the teacher sees fit. The teacher may, for example, divide students into groups, get them to do some research on a topic that may lead to valuable discussion and then argue for or against it before the whole class.
4. This module can be scheduled to tie in with the major debate tournaments in Hong Kong (e.g. the Singtao Inter-school Debating Competition, Joint School Debate Tournament). This would enable schools to make arrangements for students to attend actual debates and help encourage such attendance to become an integral part of the module.
5. Students should be made aware of a variety of community resources that can be productively used to enhance learning in this module. Public libraries, for instance, provide a good source of print and non-print materials for students' in-depth exploration of various debate topics. Public speaking organisations, such as Toastmaster International and the English-Speaking Union, offer talks and training workshops on various aspects of public speaking, which students can take advantage of to reinforce and consolidate their learning in this module. It would also be a valuable experience if learners of this module could attend an actual debate or watch a film that features a good debate.
6. When the school has offered the module for a number of years it should be possible to build up a collection of recordings of student speeches and debates held by participants in the course. This material could be made available to students as a valuable extra resource and source of examples.
7. Students should be encouraged to keep a folder for this module which will serve as a record of

their learning. The folder may comprise all the assignments the students have done for the module, both oral and written. Students are also encouraged to reflect on and monitor their own learning process, and teachers should provide them with feedback and assistance where necessary.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate learning activities, based on students' needs and abilities.*

**(This is a blank page.)**

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 1: Introduction</b>	<b>9 periods Lessons 1-9</b>		
Understanding the fundamental idea of debating	3 periods Lessons 1-3	Students are able to: <ul style="list-style-type: none"> <li>understand that argument is the fundamental idea of debating</li> <li>understand the importance of substantiating an argument in order to convince people</li> <li>exercise judgement, express and explain debatable opinions</li> </ul>	Students are given controversial topics (e.g. slimming, part-time jobs) to present their views on briefly.  Students are then given texts on one of these topics. In groups, they read, identify, analyse and discuss the arguments and evidence presented, and decide which side of the argument they are more convinced by.  Students then speak to the class in an opinionated way on the topic. The teacher makes sure that both sides of the argument/ opposing views are represented.  The teacher makes use of what students have been engaged in to explain the basic idea of debating and introduces to them what the module will cover.
Eliciting, confirming and establishing knowledge about debating	3 periods Lessons 4-6	Students are able to: <ul style="list-style-type: none"> <li>demonstrate knowledge of the set up, rules and procedure of debating</li> <li>understand the role of each speaker in a debate</li> <li>gain control over the vocabulary/terminology of debating</li> <li>understand what debating is</li> </ul>	Students search the Web or watch video clips of debates to identify debating rules, set up and procedures. This will include matters such as: <ul style="list-style-type: none"> <li>the two sides in a debate</li> <li>motion/resolution</li> <li>overall team responsibility</li> <li>number of speakers per side</li> <li>individual speakers' roles</li> <li>argument and rebuttal</li> <li>length of speeches</li> <li>points of information</li> <li>roles of adjudicator, chairperson, timekeeper and audience</li> </ul> Students share knowledge of debate procedures by completing handouts, and answering and asking questions.
#Introducing the idea of rhetoric	3 periods Lessons 7-9	Students are able to: <ul style="list-style-type: none"> <li>demonstrate knowledge about rhetoric</li> <li>gain a brief introduction to good speeches</li> <li>identify strategies used by good speakers</li> <li>use some rhetorical strategies</li> </ul>	The teacher presents students with examples/extracts of good persuasive speeches, drawing their attention to strategies such as: <ul style="list-style-type: none"> <li>phrasing</li> <li>repetition</li> <li>rhetorical questions</li> <li>metaphor and imagery</li> </ul> In groups, students work on a famous speech, identifying the rhetorical strategies used and discussing the effectiveness of the strategies.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A list of controversial topics and selected texts related to the topics</p> <p>Notes on presenting one's opinions in public</p> <p>Notes on what debating is</p>	<p>Various tasks are suggested in the course of the module. Some of these tasks will be done on an individual basis and others with partners. These works can be kept in a folder. The folder may contain audio and video material in addition to written assignments.</p>	<p>Teachers might like to tell students that while the module will cover the format and rules of debating and engage them in taking part in a debate towards the end, its principal aim is to develop their skills in argumentation and presentation.</p> <p>These lessons aim to introduce students to the basic elements of debating through making use of an argument. There is no need to restrict the activities to any debating formats.</p> <p><i>(*Throughout this scheme the level of difficulty can in part be controlled by the choice of debating formats, topics, motions and examples.)</i></p> <p><i>Teachers may ask students to conduct formal debates, present them with more challenging debate motions, and encourage them to search for different views and arguments on a topic instead of providing them with the texts for input. Alternatively, they may ask them to carry out discussions or less formal debates, and to consider topics which are more closely related to their everyday life, such as discussing their favourite TV programme/movie and justifying their preferences.)</i></p>
<p>^Handouts on:</p> <ul style="list-style-type: none"> <li>• the two sides in a debate</li> <li>• rules of debating</li> <li>• score sheet</li> </ul> <p>Handouts on:</p> <ul style="list-style-type: none"> <li>• debating terms/ who is involved in a debate</li> <li>• room arrangement for a debate</li> </ul> <p>A handout with a written summary of a debate</p>	<p>Students' work on debating rules and procedures can be placed in the folder.</p>	<p>There are some resources on debating on the following websites:</p> <p><a href="http://www.hkedcity.net/article/edcity-news-archive/ec-debate/">http://www.hkedcity.net/article/edcity-news-archive/ec-debate/</a></p> <p><a href="http://www.hkedcity.net/article/debate/home/">http://www.hkedcity.net/article/debate/home/</a></p> <p><a href="http://www.cambridge-union.org/">http://www.cambridge-union.org/</a></p> <p><a href="http://www.oxford-union.org/">http://www.oxford-union.org/</a></p> <p>The last two websites above contain resources for the more able learners.</p> <p>There are also books on debating, e.g.</p> <ul style="list-style-type: none"> <li>• Sather, T. (1999). <i>Pros and Cons: A Debater's Handbook</i>. London: Routledge.</li> <li>• Bauer, O.F. (1999). <i>Fundamentals of Debate, Theory and Practice</i>. Omaha, Nebraska: Rockbrook Press.</li> <li>• Philips, L., Hicks, W.S., Springer, D.R., &amp; Fryar, M. (2001). <i>Basic Debate</i>. New York: Glencoe/McGrawHill.</li> </ul> <p><i>(*For the less able students, teachers might like to leave out points of information at this stage.)</i></p>
<p>^A handout on rhetoric</p>	<p>The short speech can be placed in the folder.</p>	<p><i>(*Teachers may further extend the more able students by encouraging them to work on famous speeches at various websites, e.g.</i></p> <p><a href="http://www.ryanandassociates.com.au/speeches.htm">http://www.ryanandassociates.com.au/speeches.htm</a></p> <p><a href="http://www.historychannel.com/speeches">http://www.historychannel.com/speeches</a></p> <p><i>They can focus on more rhetorical strategies such as:</i></p> <ul style="list-style-type: none"> <li>• <i>parallelism</i></li> <li>• <i>analogy</i></li> <li>• <i>humour</i></li> <li>• <i>irony</i></li> </ul> <p>If self-access facilities are available in the school, the</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
			Students write a short speech using some rhetorical strategies they have learned.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
		<p>following material can be provided for students who want to improve their speaking skills:</p> <ul style="list-style-type: none"> <li>• the cinema genre of court room dramas (<i>To Kill a Mockingbird</i>, <i>Murder in the First</i>, <i>Amistad</i>, etc.) or political dramas that build up to inspiring speeches (<i>Mr Smith Goes to Washington</i> is a classic example)</li> <li>• Oberg, B. (1995). <i>Forensics: the Winner's Guide to Speech Contests</i>. Colorado Springs: Meriwether.</li> </ul> <p>The rhetorical devices included in the Teaching Resources are only some of the commonly used ones and not meant to be exhaustive. Teachers might like to refer to the following websites for details about rhetoric:  <a href="http://www.virtualsalt.com/rhetoric.htm">http://www.virtualsalt.com/rhetoric.htm</a>  <a href="http://www.americanrhetoric.com/rhetoricaldevicesinsound.htm">http://www.americanrhetoric.com/rhetoricaldevicesinsound.htm</a></p> <p>Teachers can also find famous as well as movie speeches from relevant websites such as:  <a href="http://www.famousquotes.me.uk/speeches/index.htm">http://www.famousquotes.me.uk/speeches/index.htm</a>  <a href="http://www.americanrhetoric.com/moviespeeches.htm">http://www.americanrhetoric.com/moviespeeches.htm</a></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 2: Sub-skills</b>	<b>31 periods Lessons 10-40</b>		
Motions: Considering different ways to classify motions and clarify terms	2 periods Lessons 10-11	Students are able to: <ul style="list-style-type: none"> <li>• understand that different types of opinions need different sorts of support and argumentation</li> <li>• demonstrate awareness of ambiguity</li> <li>• develop critical thinking</li> </ul>	Students are given some debate motions and are asked to do the following: <ul style="list-style-type: none"> <li>• Identify which ones are about comparing two opposing views and which ones indicate that some action needs to be taken in order to solve a particular problem.</li> <li>• Explain what the clash would be and how Proposition and Opposition could argue for their side.</li> </ul> <p>Students are given some motions with ambiguous terms and are asked to discuss their meanings and how they would want to limit or control the topic.</p>
Motions: Looking for underlying principles in motions	3 periods Lessons 12-14	Students are able to: <ul style="list-style-type: none"> <li>• identify underlying principles</li> <li>• understand the implications of positions they take</li> <li>• think critically</li> </ul>	The teacher takes students through a couple of motions that refer to specific situations but illustrate more general positions. <p>In groups, students discuss some motions in terms of:</p> <ul style="list-style-type: none"> <li>• the principles supporting them</li> <li>• the extent to which those principles are acceptable to the group</li> <li>• the possible opposing principles</li> </ul> <p>Students are given two motions, each with an accompanying set of principles. They discuss and decide which principles apply to each motion.</p>
#Motions: Identifying the issues and working on "judgement" and "change" motions	3 periods Lessons 15-17	Students are able to: <ul style="list-style-type: none"> <li>• define a motion</li> <li>• focus a debate on a single issue or problem</li> <li>• develop critical thinking</li> </ul>	Students are given a "judgement" motion and are asked to discuss the principles, the clash and the ways to define it. <p>Students are given a "change" motion and are asked to discuss the issue, the problem and the solution.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^A handout on classifying motions and clarifying their terms</p> <p>^Handouts on:</p> <ul style="list-style-type: none"> <li>• types of motions</li> <li>• good and bad motions</li> <li>• roles of Proposition and Opposition in defining the motion</li> <li>• finding the appropriate level of generality</li> </ul>	<p>Observation of the students' level of participation</p> <p>The extra task suggested in the Remarks column would provide more material for the folder.</p>	<p>To engage students and create a language-rich lesson, teachers will probably want students to work in pairs on these tasks.</p> <p>A glance at a current issue of the newspaper can inspire one with ideas for many motions. Ideas can also be gained from: <a href="http://www.aph.gov.au/library/intguide/sci/">http://www.aph.gov.au/library/intguide/sci/</a>  <a href="http://infodome.sdsu.edu/research/guides/hot/supersites.shtml">http://infodome.sdsu.edu/research/guides/hot/supersites.shtml</a></p> <p><i>(*The more able students can be asked to do an extra task of suggesting some good debate topics and writing motions for them.)</i></p> <p><i>(*For the less able students, teachers may have them examine and discuss real life situations instead of debate motions.)</i></p>
<p>^A handout on underlying principles in motions</p>	<p>Observation of the students' level of participation</p>	<p><i>(*The more able students can be encouraged to discuss current affairs or historical events, focussing on:</i></p> <ul style="list-style-type: none"> <li>• <i>what underlying principles motivated the various actions and events</i></li> <li>• <i>what groups or personalities espoused which principles</i></li> <li>• <i>who won and who lost in the course of the events and why</i></li> </ul> <p><i>(*To achieve the same purposes, teachers may get the less able students to work on real life situations. Here are two examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Your Principal is seeking students' opinion as to whether the school should accept a big sponsorship from a soft drink company for setting up a scholarship for the poor students and let the company promote their unhealthy soft drinks in the school. How would you advise your Principal and why?</i></li> <li>• <i>When you find out that your younger sister, who is always on the computer, has been saying in some chat rooms that she's been taking soft drugs, she says she's just making things up and asks you not to tell your parents. How should you decide and why?</i></li> </ul> <p><i>Such an approach, if adopted, will replace the suggested activities on analysing debate motions in Lessons 12-17.)</i></p>
<p>^Handouts on working on "judgement" and "change" motions</p> <p>A handout on defining motions and identifying the issues</p>	<p>Observation of the students' level of participation</p>	<p>"Change" debates refer to those in which the motion states that an action would or should be taken. "Judgement" debates refer to those in which the motion requires teams to take up opposite positions on an issue of principle. The use of such terminology in teaching is at the teacher's discretion. The purpose of the lessons is to help students to analyse motions systematically.</p> <p>It might be worth pointing out that where there is no significant ambiguity, there is no need to waste time defining terms.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Persuasion: Analysing persuasive language and its underlying techniques	4 periods Lessons 18-21	Students are able to: <ul style="list-style-type: none"> <li>• understand methods of persuasion</li> <li>• use methods of persuasion</li> <li>• categorise different types of argument</li> <li>• resist persuasion</li> </ul>	Students are asked to bring advertisements to class. In pairs/groups, they discuss and draw up a list of strategies of persuasion.  Students discuss and draw up a list of <i>emotional</i> , <i>rational</i> and <i>ethical</i> arguments for and against anti-smoking legislation.
#Logical argumentation	2 periods Lessons 22-23	Students are able to: <ul style="list-style-type: none"> <li>• understand methods of reasoning</li> <li>• spot poor reasoning and fallacies</li> </ul>	The teacher introduces some logical terms and methods of reasoning, including: <ul style="list-style-type: none"> <li>• deduction</li> <li>• induction</li> <li>• implication</li> <li>• begging the question/loading language/circular argumentation</li> <li>• false dilemmas</li> <li>• polar thinking</li> <li>• confusing sequence with causation</li> <li>• misuse of statistics</li> <li>• overgeneralisation</li> <li>• false analogy</li> <li>• red herrings</li> <li>• straw man/Aunt Sally</li> </ul> Students are given a number of faulty arguments and are asked to spot the errors of logic.
Rebuttal and researching information  Rebuttal: Anticipation and consideration of the opposition's likely moves  Researching for and carrying out a mini-debate	8 periods Lessons 24-31	Students are able to: <ul style="list-style-type: none"> <li>• develop critical thinking</li> <li>• develop the ability to see another point of view</li> <li>• find information on a topic using different sources</li> <li>• decide what information is relevant to a debate</li> <li>• develop the ability to formulate arguments</li> <li>• develop the ability to give short persuasive speeches on a topic</li> </ul>	Students work on different ways to rebut opposite arguments: <ul style="list-style-type: none"> <li>• anticipation</li> <li>• concession</li> <li>• mockery</li> <li>• ad hominem arguments</li> <li>• redefinition</li> <li>• bluster</li> <li>• ways of seizing the initiative from the opposition</li> </ul> Students are given three debate topics and asked to research them. The information gathered will be used in preparation for the rebuttal activity and the mini-debate that follow.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>Advertisements for illustrating persuasive language</p> <p>^A handout on persuasive techniques</p>	<p>The lists of arguments can be placed in the folder.</p>	<p><i>(*Note that the terms in which ideas in the scheme are presented can vary greatly and be adapted to the different levels of learners. Many students would be intimidated by "emotional, rational and ethical arguments". They should, however, have little difficulty in seeing that one can argue in terms of feeling, facts and figures, and rights and wrongs. For example, in discussing whether to allow smoking in bars one can rage about how disgusting it is having to breathe smelly smoke, argue coolly about profits, losses and the effect on employment, or discuss the rights of smokers to their legal habit and of non-smokers to clean air. Expressed like this the topic becomes approachable and suitable for a wider range of learners.</i></p> <p><i>For the less able students, teachers might like to focus on specific persuasive strategies instead of the full range as suggested in the Teaching Resources.)</i></p>
<p>^A handout on logical terms and fallacies</p>		<p>It is not intended that the analysis of logical fallacies become too technical. Examples can be very simple.</p> <p>Teachers might like to refer to the following websites for details about reasoning and fallacies:  <a href="http://en.wikipedia.org/wiki/Logical_reasoning">http://en.wikipedia.org/wiki/Logical_reasoning</a>  <a href="http://pegasus.cc.ucf.edu/~janzb/reasoning/">http://pegasus.cc.ucf.edu/~janzb/reasoning/</a>  <a href="http://www.nizkor.org/features/fallacies/">http://www.nizkor.org/features/fallacies/</a></p> <p><i>(*The more able students should be encouraged to proceed further. They can be introduced to books with examples of false logic and argument, e.g. Damer, T.E. (2001). <i>Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments</i>. Belmont: Wadsworth.)</i></p> <p><i>(*For the less able students, teachers might like to focus on a few of the more common methods of reasoning (e.g. deduction, induction) and examples of faulty argument (e.g. misuse of statistics, over-generalisation.)</i></p>
<p>^A handout on rebuttal and researching for a debate</p> <p>^A handout on using rebuttal in debate speeches</p> <p>A mini-debate feedback form</p>	<p>Observation of students' level of participation</p> <p>Peer and/or teacher assessment of the mini-debate</p> <p>Students' work on rebuttal can be included in the folder.</p>	<p>For research purposes, the websites introduced in Lessons 10-11 may be useful.</p> <p>Students should be encouraged to look critically for relevant facts, definitions of key terms and good quotations to support the arguments they use in formulating arguments and in carrying out the mini-debate.</p> <p><i>(*Activity for the more able students: The teacher announces a topic for debate. Students are then given a day or two to research the debate topic. On the day of the debate, students are presented with two substantive speeches which have been prepared specifically for the debate. Each of them is then called up to deliver an argument, alternately in proposition and opposition, in rebuttal to one of the substantive speeches. As this continues, speakers may also rebut a previous rebuttal speech (which happens all the time in debates). The activity continues until all arguments have been exhausted.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
			<p>Students are asked to form groups of six. Each group, divided into the proposition team and the opposition team, is assigned a debate topic they have researched. The teams in each group formulate arguments in support of their position and guess the arguments their opponents would use and then think of ways to rebut or damage them. They can then compare notes and see if they predicted correctly and whether their opponents think their arguments would be damaged by the strategies suggested.</p> <p>Mini-debate: Each group is assigned another debate topic they have researched. Members from each team present their arguments within their groups, rebutting the opposing team's arguments, as far as possible. The mini-debate will go on until all the arguments are exhausted.</p>
Speech structure and construction	5 periods Lessons 32-36	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• write and make a debate speech</li> <li>• use language items related to speech organisation</li> </ul>	<p>The teacher gives students details of the final debates, such as the debate timetable, which groups they belong to, the rules and the topics. He/She answers any questions that students may have.</p> <p>The teacher highlights matters students need to pay attention to when organising debate speeches, such as</p> <ul style="list-style-type: none"> <li>• introductions</li> <li>• topic sentences</li> <li>• sign-posting</li> <li>• general points</li> <li>• examples/evidence</li> <li>• connectives</li> <li>• concessions</li> <li>• summaries</li> </ul> <p>The teacher introduces students to some key phrases they may use for</p> <ul style="list-style-type: none"> <li>• introducing the motion</li> <li>• defining the motion</li> <li>• allocating the arguments</li> <li>• presenting the team's arguments</li> <li>• attacking the other team's arguments</li> <li>• reviewing the arguments</li> <li>• summarising and concluding</li> </ul> <p>Students are given a speech without topic sentences, connectives, etc. and are asked to complete/improve it.</p> <p>Students assemble a jumbled list of points for a debate speech into a coherent whole.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
		<p><i>(*For the less able students, the rules of the mini-debate can be modified. Instead of having students present arguments on one topic in their own group, teachers may divide the class into two groups. When a topic is called out, students in each group are free to discuss with each other and anyone in the group may volunteer to argue about it.</i></p> <p><i>Again, the less able students do not need to be introduced to difficult terminology; the point is to introduce the strategy. For instance, the strategy of "concession" can be illustrated by this example: "We agree fast food is bad for you. We do not want to argue about that, but we do not think that is good enough reason to ban it.")</i></p>
<p>A handout detailing the arrangements for the final debate</p> <p>^A handout on structuring a speech</p> <p>^A handout on key debating phrases</p>	<p>Students' work on structuring a speech can be added to the folder.</p>	<p>The details of the final debate depend on a number of factors. Whether it should be a competition or a series of separate debates, how much time each speaker has and other administrative details will largely depend on the ability and preference of the class as well as the format of the debate. For example, students may carry out formal debates in teams of three and there may be questions from the floor, or they may be engaged in a less formal debate between two big groups where the rules are more relaxed and there are more opportunities for the group members to support each other. The important thing is that everyone should be given the chance to make a debate speech.</p> <p>If the less formal way of debating is to be adopted, teachers may need to exercise their discretion as to how the lessons on "Team work" (Lessons 37-38) should be adapted. To prepare students for a debate between two big groups of a class, the teacher might like to build team work by encouraging students to work out arguments and strategies together, supplement what a teammate has said and generally help each other in a more relaxed way than in a formal debate.</p> <p>Another suggestion in line with passing learning into the hands of students is to ask a committee of the class to organise the debate and set the rules.</p> <p><i>(*Teachers may need to give extra instruction and practice on matters such as introducing or summarising a debate speech and using topic sentences, connectives and examples, depending on their judgement of the students' abilities and previous knowledge.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
			<p>After organising the points, students try to sign-post them to make it easy for the audience to follow the speech structure.</p> <p>Students are given possible examples and figures for use in the speech. In groups, they discuss whether the examples and figures are useful and where they could be used to best effect.</p> <p>Students are given an argument and have to illustrate it by searching the Internet, newspapers, magazines, etc.</p> <p>Students practise writing summaries of written articles, then move to writing summaries of oral speeches, then of debate speeches.</p>
<p>Preparing for the final debates</p> <p>Team work</p>	<p>2 periods Lessons 37-38</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• organise a team effectively as more than the sum of its parts</li> <li>• adjust speeches "on the fly"</li> </ul>	<p>In groups, students discuss the following:</p> <ul style="list-style-type: none"> <li>• What are the things that the speeches of a debating team should include (e.g. positive points, negative points, definitions, outlines, appeals to emotion, facts and figures, immediate response to other speakers)? How should these things be assigned to each speaker?</li> <li>• Under what circumstances in a debate should a team adjust their prepared speeches? How should the team members work together?</li> </ul> <p>The teacher wraps up the discussion by highlighting key ideas raised by the students and making reference to the handouts.</p> <p>Students are given a number of points to make in a particular debate. In groups, they discuss how the points should be allocated to each speaker, giving their reasons.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A handout on the "flow" of a debate, showing what each speaker is required to do during his/her speech and how this fits together into a whole</p> <p>A handout on how to work as a team</p>	<p>Observation of levels of participation</p>	<p>This lesson will depend to some degree on the rules decided for the final debate.</p> <p>The purpose of this lesson is less to formulate a set of rules (though obviously something like a definition must come early if it is to be of any use, and attacks on anticipated arguments are most effective when made before the other side has a chance to use them) than to encourage teams to plan strategies and avoid repetition in the final debate.</p> <p><i>(*Activity for the more able students: Hold a debate, but stop the action in between each speech. Ask the audience what they need to hear from the next speaker (response to previous opposing arguments, more explanation of a confusing point, better examples, additional arguments, etc.) and then ask the speaker to fulfill those requests, no matter what they have planned to say.)</i></p> <p><i>(*If teachers choose to adopt the less formal way of debating, they may need to exercise their discretion as to how these lessons should be adapted. To prepare students for a debate between two big groups of a class, teachers might like to encourage students to work together to brainstorm ideas and build arguments, expand the points a teammate has made and generally help each other in a more relaxed way than in a formal debate.)</i></p> <p>Teachers may consider discussing with students the issue of deportment during a debate. Students should learn how to behave when speaking as well as when not speaking. In order to rebut one's opponents one must listen to them carefully. Teams that spend their time huddled together desperately writing notes and whispering are discourteous and look bad. To listen and smile politely but rather disdainfully at your opponents' points creates a powerful impression of being in control.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<p>Do's and don'ts for a successful public speaker</p> <p>Ways of handling nerves</p>	<p>2 periods Lessons 39-40</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge about the physical aspects of public speaking</li> <li>• demonstrate awareness of pitfalls and areas of common error</li> </ul>	<p>The teacher gives a few students written instructions on how to speak badly, e.g.</p> <ul style="list-style-type: none"> <li>• Read the following sentences without looking up from this piece of paper.</li> <li>• Speak about the last film you saw in a dull monotone.</li> </ul> <p>The rest of the class watch these students' performances and then discuss what sort of body language shows nervousness and, conversely, how a speaker may give off an aura of confidence. The discussion may focus on:</p> <ul style="list-style-type: none"> <li>• body language</li> <li>• gesture</li> <li>• eye contact</li> <li>• stance</li> <li>• clarity of speech</li> <li>• image</li> <li>• use of file cards</li> <li>• memorisation, etc.</li> </ul> <p>They then make a list of do's and don'ts for public speaking and suggest ways of overcoming nerves. By the end of the lesson a Guide to Speaking should be ready on the board.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>Cards with instructions for individual students to role-play public speaking</p> <p>A handout on the physical aspects of public speaking</p>		<p>General rules are helpful but do not, of course, apply in all cases. For most speakers a little hand gesture is quite enough. Waving one's hands about wildly is not normal in British or Chinese culture, but if the topic of debate was a very emotional one or the speaker wanted to be histrionic in a balloon debate this rule would not apply. Image is the main point here. Each speaker needs to decide (in consultation with the team, rather on the lines of the good cop, bad cop routine) what image to convey. One might want to appear impassioned and angry, or gentle and concerned, or cool and scientific, etc. This decision will determine the style of speaking and a lot of the facial expression and body language.</p> <p>Choosing the right image is part of the business of persuading people to support your point of view.</p> <p>Teachers should exercise tact in commenting on less than average performance. Alternatively, they could be the one to speak badly and ask students for suggestions on improvement.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<p><b>Part 3: Debates</b></p> <p>Holding a debate</p> <p>Final adjudication and overview of the module</p>	<p><b>10 periods Lessons 41-50</b></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• apply all the skills covered in the module</li> <li>• reflect on the module</li> </ul>	<p>Students, in teams, carry out the debates. After each debate, the adjudicators give comments on the debates and the participation of various members of the class. (Student assessors of the different debates can give brief comments supplemented by teacher feedback and encouragement.)</p> <p>After all the debates are finished, the teacher invites questions and comments from the class, answers them, and tells the class his/her feelings about their performance and progress. The teacher then gives the course a final summing up, in which he/she may wish to point out, among other things:</p> <ul style="list-style-type: none"> <li>• that the course has not only given the students oral and written practice but also introduced them to new ideas about persuasion, logic and argumentation</li> <li>• that debate speaking can help in many areas of life as making presentations and arguing for points of view are a part of daily life in many fields/careers</li> </ul>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>Appropriate furniture</p> <p>Microphones</p> <p>^An adjudication form</p> <p>The debating rules</p>	<p>Adjudication may be done by:</p> <ul style="list-style-type: none"> <li>• a panel of judges formed by the class teacher and some guest teachers</li> <li>• a panel of varying students</li> </ul> <p>Alternatively, the class can vote for the most persuasive and well-presented case, as is the usual practice at a debate.</p>	<p>The class may wish the final debate to be a big occasion. If so, it can take place in the school hall or a large room with furniture laid out appropriately and guests invited. It should be made clear to the audience that there are standards of etiquette expected of them as well as of speakers. The aim is to have an orderly, but enjoyable atmosphere and a sense of something important happening.</p> <p><i>(*For classes that opt for the more relaxing format of carrying out the final debates between two big groups in class, teachers may vary the grouping for each debate to facilitate group dynamics. They may also have to ensure that students have balanced participation, with no students dominating the debate and no one shying away from it. For each debate, members from the class could be selected to serve on the adjudicating panel.)</i></p> <p>Whichever format the class opts for, in order to ensure that there is enough time for setting up and carrying out the debates, announcing the results and giving feedback, double lessons are recommended.</p> <p>If the school has an active debating club or takes part in any debating competitions, participation can be invited and encouraged.</p>

**(This is a blank page.)**

## Learning English through Social Issues

### General Description

In this module, learners will be provided with opportunities to develop and consolidate their language skills through exploring and researching social issues they are interested in. They will be exposed to a variety of resources through which they will learn to define issues/problems, analyse information, understand the arguments and use of language in the texts on these issues, and express their points of view about the issues through speaking or writing. At the end of the module, they will present their views or arguments on a selected social issue through various oral and/or written means.

### Learning Targets

To develop learners' ability to:

- understand a variety of written and spoken texts on social issues
- understand how a social issue may be defined, analysed, perceived, researched and presented in a spoken or written text
- analyse texts on social issues in order to understand their structural and linguistic features
- identify and define problems from gathered information, consider related factors, draw conclusions, explore options or solutions, and justify views or arguments
- develop and refine ideas, plan, organise and carry out presentations on particular issues
- understand how the English language works in different texts on social issues and apply this understanding to their learning and use of the language

### Learning Objectives

1. To help learners to understand and interpret ideas, information, facts, opinions, intentions and arguments presented in written and spoken texts on social issues
2. To help learners to develop the skills of understanding and evaluating social issues from various perspectives
3. To develop learners' abilities to evaluate information from various sources and carry out research using different methods
4. To enhance learners' ability to plan and produce coherent and structured texts through providing them with the opportunities to present information, views or arguments on particular issues

### Content

The module comprises three parts.

**Part 1** is an introductory component that presents the idea of social issues and gives learners the opportunity to consider various ways social issues may affect them personally, their society and the world around them. Learners practise reading, identifying and writing definitions, causes and effects, and solutions to social problems.

**Part 2** introduces learners to the idea that social issues can be looked at from different perspectives. They learn how to follow an argument and research a social issue. They also develop strategies for evaluating information from different sources, and techniques for citing and acknowledging sources.

In **Part 3**, learners identify a social problem they are interested in, and carry out research on it. They will define the issue, examine it and analyse it from different perspectives. Learners may choose to present their work in formats such as a letter to the editor, a pamphlet or a report.

### Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration. The breakdown for the three parts can be as follows:

Part 1	22 periods
Part 2	16 periods
Part 3	12 periods

### Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6)* (2007).

Assessment in the Social Issues module will focus on learners' demonstration of their ability to:

- understand and interpret ideas and information in texts on social issues
- follow and evaluate arguments
- write about a social issue
- analyse and evaluate information from various sources
- carry out simple research using methods such as surveys and interviews
- summarise a passage
- present a written or spoken text that incorporates a definition of a social problem, its causes and effects, and offers solutions to it

A range of oral and written activities in the course of the module can be used for assessing learner performance. These include:

- quizzes
- paragraphs written on definitions, causes, effects and solutions
- evaluation of information
- questionnaires and interviews
- written or spoken presentations

## A suggested scheme of work for Learning English through Social Issues

### General remarks

1. The following suggested scheme of work is pitched at S5 level. Teachers might like to make any necessary adaptations considering the needs and ability level of their students. For illustration purposes, teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module requires students to apply the knowledge about some of the text-types (e.g. letters to the editor, pamphlets, editorials, TV/radio programmes on current affairs) that they have developed in the Compulsory Part. It aims to provide the basis for further exploration of these text-types in the context of examining social issues. Students taking this module are expected to have had previous exposure to these text-types.
3. Students should be encouraged to keep a folder for this module which will serve as a record of their learning. The folder may comprise all the assignments the students have done for the module, both oral and written. Students are also encouraged to reflect on and monitor their own learning process, and teachers should provide them with feedback and assistance where necessary.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate learning activities, based on students' needs and abilities.*

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 1: Identifying, examining and presenting social issues</b>	<b>22 periods Lessons 1-22</b>		
Module introduction	2 periods Lessons 1-2	Students are able to: <ul style="list-style-type: none"> <li>• identify social issues that affect the world, society and them as individuals</li> <li>• discuss and articulate how an issue may affect the world, society and them as individuals</li> </ul>	In groups, students look through a list of social issues (e.g. poverty, homelessness, consumerism, obesity, piracy, pollution, crime) and further brainstorm other social issues. They then discuss what each means, categorise them and consider how each issue affects them in different ways.  Students share their work with the class.
Read, analyse and write definitions of social issues	2 periods Lessons 3-4	Students are able to: <ul style="list-style-type: none"> <li>• identify a definition of a social issue within a written text</li> <li>• identify the features of a definition</li> <li>• define a social issue based on visual clues</li> </ul>	Students read a passage about a social issue.  In groups, they identify the features of a definition and how the questions of who, what, where or when, or a combination of these, are addressed.  Students write short paragraphs to define different social issues, based on graphical information provided.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^A handout on identifying and examining social issues</p> <p>A handout with a number of social issues</p>	<p>Observation of students' discussion</p>	<p>At the start, teachers should give students an overview of the module, introducing its major focusses which include reading and writing definitions, causes, effects and solutions, researching information, acknowledging sources, and examining social issues from multiple perspectives.</p> <p>Throughout the module, students will be involved in various listening, speaking, writing and reading tasks. It should be noted that Part 1 (i.e. the first 22 periods) is meant to develop students' basic skills in reading, analysing and presenting social issues in speaking and writing, and teachers should exercise their discretion as to whether to adopt all the teaching suggestions and activities for use, or focus their students on specific aspects of reading and presenting social issues, depending on their students' prior knowledge and experience. Teachers adopting the selective approach might like to spend more time on the activities suggested in Parts 2 and 3.</p> <p>Towards the end of the module, students will be required to examine a social issue of their choice, produce a minimum of two pieces of work, one oral and one written, based on a given context and prepare for an end-of-module display. For the writing tasks, students can choose to produce texts such as a pamphlet, an editorial, a letter to the editor, or a report. A variety of text-types will be used as reading materials to increase students' exposure to different types of writing.</p> <p>For a comprehensive bank of useful resources on different social issues, teachers may refer to the following websites:  <a href="http://www.multcolib.org/homework/sohc.html#anim">http://www.multcolib.org/homework/sohc.html#anim</a>  <a href="http://newton.uor.edu/Departments&amp;Programs/AsianStudiesDept/hk-pol.html">http://newton.uor.edu/Departments&amp;Programs/AsianStudiesDept/hk-pol.html</a></p> <p>For statistics categorised by social issues, the following website can be referred to:  <a href="http://www.oecd.org">http://www.oecd.org</a></p>
<p>^A handout on definition of a social issue</p> <p>Texts such as expository essays, pamphlets, editorials and newspaper reports in which the definition of a social issue is included</p> <p>A handout for recording the nature of an issue, the affected population, the context, and the time frame as given in the passage</p> <p>Graphs or charts</p>	<p>The following can be included in the folder:</p> <ul style="list-style-type: none"> <li>• students' work that distinguishes a definition from other parts of a text</li> <li>• the definitions of various social issues that students write</li> </ul>	<p>Lessons 3 -16 should be treated with flexibility as it is not always possible to find one exemplary text that displays all the features that are to be introduced. For this reason, teachers should consider asking students to select two to three social issues that they are interested in. On this basis, teachers will present a variety of texts, both oral and written, in order to expose students to as many of the relevant features as possible and, where appropriate, draw students' attention to the fact that some of these features can be implied, rather than explicit.</p> <p>It is productive at this stage to provide students with opportunities to learn vocabulary related to the social issues being examined.</p> <p><i>(*For the more able students, teachers can promote more independent vocabulary work by encouraging them to keep a vocabulary logbook.</i></p> <p><i>For the less able students, it may be more beneficial to teach such vocabulary explicitly to help them to gradually build up</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Read, analyse and present the causes of a social problem	4 periods Lessons 5-8	Students are able to: <ul style="list-style-type: none"> <li>• identify how the causes of a social problem are presented within a written text</li> <li>• identify linguistic and structural cues that signal the causes</li> <li>• present the causes of a social problem either orally or in writing</li> </ul>	Students read one or two texts that discuss social problems.  In groups, they identify how the causes are presented and the linguistic or structural cues used to signal them.  Students brainstorm the possible causes of one or two social problems.  They then present the causes they have identified either orally or in writing.
Read, analyse and present the effects of a social problem	4 periods Lessons 9-12	Students are able to: <ul style="list-style-type: none"> <li>• identify how the effects of a social problem are presented within a written text</li> <li>• identify linguistic and structural cues that signal the effects</li> <li>• present the effects of a social problem orally or in writing</li> </ul>	Students read one or two texts that discuss social problems and identify how the effects of these problems are presented in the texts.  In groups, they identify linguistic markers used to signal the effects.  Students brainstorm the possible effects of one or two social problems and present them either orally or in writing.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>indicating an issue, a population, a context and a time frame</p> <p>^An example of an expository essay</p>		<p><i>the vocabulary base necessary for the completion of the major tasks of the module.)</i></p> <p>For examples of graphs on social issues, teachers may refer to the following website:  <a href="http://www.archive2.official-documents.co.uk/document/deps/doh/survey03/summ03.htm">http://www.archive2.official-documents.co.uk/document/deps/doh/survey03/summ03.htm</a></p>
<p>Texts such as expository essays, pamphlets, editorials and newspaper reports in which the causes of a social problem are discussed</p> <p>^A handout that requires students to examine the causes of a social problem and the linguistic features these causes display</p> <p>^An example of an expository essay (used in Lessons 3-4)</p> <p>^A handout on useful expressions for talking about causes and effects of a social problem</p> <p>^Examples of mind map</p>	<p>The following can be included in the folder:</p> <ul style="list-style-type: none"> <li>• students' work on identifying the causes of a problem through the salient linguistic and/or structural cues in the text</li> <li>• the causes of a social problem that students write or orally present</li> </ul>	
<p>Texts such as expository essays, pamphlets, editorials and newspaper reports in which the effects of a social problem are discussed</p> <p>^A handout that requires students to examine the effects of a social problem and the linguistic features that these effects display</p> <p>^An example of an expository essay (used in Lessons 3-4)</p> <p>^A handout on useful expressions for talking about causes and effects of a social</p>	<p>The following can be included in the folder:</p> <ul style="list-style-type: none"> <li>• students' work on identifying the effects of a social problem through the salient linguistic and/or structural cues in the text</li> <li>• the effects of a social problem that students write or orally present</li> </ul>	

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Read, analyse and present the solutions to a social problem	4 periods Lessons 13-16	Students are able to: <ul style="list-style-type: none"> <li>• identify how the solutions to a social problem are presented within a written text</li> <li>• identify linguistic markers that signal the solutions</li> <li>• present the solutions to a social problem orally or in writing</li> </ul>	Students read one or two texts that discuss social problems.  In groups, they identify how solutions are presented in the text, and the linguistic markers used to signal them.  Students brainstorm the possible solutions to one or two social problems and present them either orally or in writing.
#Examining an issue from various perspectives	6 periods Lessons 17-22	Students are able to: <ul style="list-style-type: none"> <li>• identify different individuals or groups who are affected by an issue</li> <li>• identify the perspectives different individuals or groups may have about the issue</li> <li>• explain why different individuals or groups may have different perspectives on the same issue</li> <li>• demonstrate understanding of how one's perspective can influence one's perception of an issue</li> <li>• demonstrate critical awareness of the complex nature of social issues by examining them from different perspectives</li> </ul>	Students read a text about a social issue and, in groups, identify the different individuals and/or groups who are affected.  Students consider a series of social issues in order to identify the individuals and/or groups affected, how they are affected or what their perspectives might be.  Students consider how people with different perspectives will adopt different views on an issue.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>problem (used in Lessons 5-8)</p> <p>^Examples of mind map (used in Lessons 5-8)</p>		
<p>Texts such as expository essays, pamphlets, editorials and newspaper reports in which the solutions to a social problem are discussed</p> <p>^A handout that requires students to examine the solutions to a social problem and the linguistic features the solutions display</p> <p>^An example of an expository essay (used in Lessons 3-4)</p>	<p>The following can be included in the folder:</p> <ul style="list-style-type: none"> <li>• students' work on identifying the solutions to a social problem through the salient linguistic and/or structural cues in the text</li> <li>• the solutions to a social problem that students write or orally present</li> <li>• students' work on distinguishing amongst definitions, causes, effects and solutions</li> </ul>	
<p>^A handout on examining a social issue from various perspectives</p>	<p>Students' work which covers the following areas can be included in the folder:</p> <ul style="list-style-type: none"> <li>• identify groups and individuals affected by an issue</li> <li>• discern in what ways the groups and individuals are affected</li> <li>• how a person or group's perspective may differ from another's</li> </ul>	<p>The purpose of this section of the module is for students to understand that every social issue can be examined and interpreted in a variety of ways by various groups or individuals and that what they read reflects one or more perspectives on an issue.</p> <p><i>(*For the less able students, the idea of examining an issue from multiple perspectives can be introduced by focussing their attention on how discussion of some school-related issues (e.g. the school uniform) can draw differing opinions from, for instance, teachers and students.)</i></p> <p>At the end of this section, teachers may want to conduct one or both of the following activities:</p> <ul style="list-style-type: none"> <li>• Using the completed handouts, students discuss what they think about each perspective and whether they feel one is more important or valid than the other.</li> <li>• Students search the Internet for the different perspectives on a social issue they are interested in.</li> </ul>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 2: Researching and gathering information on social issues</b>	<b>16 periods Lessons 23-38</b>		
Conducting observations and interviews	6 periods Lessons 23-28	Students are able to: <ul style="list-style-type: none"> <li>• identify the salient features of observations and interviews</li> <li>• use polite expressions in making a request and showing appreciation</li> <li>• seek clarification and additional information by asking follow-up questions</li> <li>• perform an interview</li> </ul>	Students identify and discuss the methods of data collection the researcher used.  Students identify and suggest other issues that could be investigated using similar methods of data collection.  Students learn the features of an interview and how to ask follow-up questions.  Students role-play an interview.
Conducting a survey	6 periods Lessons 29-34	Students are able to: <ul style="list-style-type: none"> <li>• identify the salient features of a survey</li> <li>• write a simple survey questionnaire</li> <li>• critique their own and others' writing</li> <li>• carry out a survey</li> <li>• report on survey findings</li> </ul>	Students read a survey report.  Students identify basic features of a survey questionnaire.  Students critique and give feedback on a survey questionnaire.  Students write a survey questionnaire on a social issue.  Students carry out a survey on a social issue.  Students identify the conventions and language typically found in reporting on survey results.  Students report on the results of the surveys in writing and/or orally to the class.
Acknowledging the sources of information	4 periods Lessons 35-38	Students are able to: <ul style="list-style-type: none"> <li>• identify the kinds of information that should be cited or acknowledged</li> <li>• acknowledge the sources of information</li> </ul>	Students learn what kinds of information and content must be cited and acknowledged.  Students practise summarising a passage and acknowledging its source.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
		<p>This part of the module introduces students to the basic concept of researching and investigating a social issue. It is not meant to be presented in an overly academic way. Teachers can expand or conflate this part of the module to fit their students' interests and abilities. Regardless of whether students spend a longer or abridged period of time on this part, they should become aware of the following:</p> <ul style="list-style-type: none"> <li>• Knowledge can be obtained from primary, first hand experiences, or secondarily;</li> <li>• There are various ways to gain knowledge beyond the ones typically relied on (i.e. the library, and websites) such as through observation, interviewing and surveying; and</li> <li>• Writers have an ethical obligation to acknowledge their sources.</li> </ul>
<p>A documentary that focusses on a social issue</p> <p>^Handouts on interviews and observations</p> <p>An interview feedback form</p>	<p>Students' work related to the interview can be included in the folder. Particular attention can be given in the self, peer and/or teacher assessment of the interview on how well the students ask for follow-up information.</p>	<p>Teachers choose a documentary that involves the use of both observation and interview techniques to gather knowledge about a social issue. Students will watch the documentary prior to Lesson 23.</p> <p><i>(*To help the less able students to understand the documentary better, teachers may encourage them to switch on the English subtitles, if they are available.)</i></p> <p>If time permits, teachers might like to refer to the Teaching Resources for this part and assign students one of the observation tasks. Students will report back to the whole class after completing the task.</p> <p>It is also appropriate at this stage for teachers to remind students to start preparing for the final tasks and to reiterate what is expected of them.</p>
<p>^A handout on critiquing a survey</p> <p>^A handout on the basic features of a simple survey</p> <p>^A handout on reporting on a survey</p> <p>A feedback form for the survey questionnaire</p>	<p>Self, peer and/or teacher feedback on the survey questionnaire that students develop</p> <p>The survey questionnaire and students' oral/written work on the survey results can be included in the folder.</p>	<p>Teachers need to exercise their discretion as to whether some of the activities in this part of the module should be skipped if students have had experience in conducting a survey in the Compulsory Part of the curriculum or in another module of the Elective Part.</p> <p>Students should be reminded of the need to respect individual privacy when they carry out the survey.</p> <p><i>(*As far as survey design is concerned, the less able students can be encouraged to develop more close-ended items, which would limit responses to some pre-determined options. This should help make the task of analysing the data later on more manageable. The more able students can, on the other hand, be encouraged to develop more open-ended items, which may require more sophisticated analysis.)</i></p> <p>Regarding assessment activities, students' reporting back on the surveys can be done either as an oral or a writing activity.</p>
<p>A handout with different types of information, which requires students to indicate whether the given information is common knowledge (which need not be cited) or expert</p>	<p>Students' work which covers the following areas can be included in the folder:</p> <ul style="list-style-type: none"> <li>• tell if a statement assumes common or expert knowledge</li> <li>• rewrite or</li> </ul>	<p>It is important for teachers to note that what is required of students at this stage are simple, straightforward acknowledgements (e.g. According to the Social Welfare Department...) rather than the more elaborate style as expected in the academic community.</p> <p>Teachers also need to remind students to make and keep good notes as they research so that they do not forget where they got the information.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
		<ul style="list-style-type: none"><li>• refer to sources within written or spoken texts</li></ul>	

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>information that needs to be cited.</p> <p>^A handout on reporting and acknowledging a source with examples</p> <p>^An example of a summary</p>	<p>summarise a paragraph to avoid having to quote an entire passage</p> <ul style="list-style-type: none"> <li>• write statements that appropriately acknowledge sources of information</li> </ul>	<p><i>(*For the more able students, teachers might like to help them to use the resources for citing and other relevant references found online and in style books.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<b>Part 3: Final presentation</b>	<b>12 periods Lessons 39-50</b>		
Presenting information and opinions on a social issue	10 periods Lessons 39-48	Students are able to: <ul style="list-style-type: none"> <li>• write a fact sheet on a social issue</li> <li>• write a letter to the editor that expresses an opinion on a social issue</li> <li>• construct a report on a social issue</li> <li>• orally present the analysis of a social issue</li> <li>• deliver a speech on a social issue</li> </ul>	<p>In groups, students discuss the advantages and disadvantages for selecting a particular type of text/format (fact sheet/poster, letter to the editor, report, speech, presentation) for presenting information and opinions on a social issue.</p> <p>Students read and/or listen to and identify the salient features of fact sheets, letters to the editor, expository essays, reports, speeches and presentations on various social issues.</p> <p>Students, individually or in groups, examine, research and prepare a written text and a spoken text on a social issue.</p>
Final display	2 periods Lessons 49-50	Students are able to: <ul style="list-style-type: none"> <li>• reflect on the module</li> <li>• share their experience of the module orally</li> </ul>	<p>Students bring the module to a conclusion with the final display of their work.</p> <p>Students reflect on the module and share their insights and experience with classmates.</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A handout with suggestions on what tasks can be attempted by students</p> <p>A handout on how to write/orally present the various text-types</p> <p>Authentic examples of the various text-types</p>	<p>Students' work that demonstrates their knowledge and skills in using various text-types to present information and opinions on a social issue will be kept in the folder.</p>	<p>It is important for teachers to provide a purposeful context for the final display. The following example can be used to provide a purpose for students to complete the suggested tasks:</p> <p>"As part of the Social Awareness Week organised by the Students' Union, students are invited to contribute to an exhibition that aims to introduce different social issues to the school community. Students are required to investigate a social issue in groups and present the results of the investigation in both written and spoken forms...."</p> <p>Teachers should remind students that they are expected to produce at least <b>two</b> pieces of work, one written and one spoken, in this part of the module. Teachers should also ensure that the tasks chosen will provide students with the opportunity to consolidate what they have learned in this module. The possibility of adopting topics related to social issues that are being dealt with in the Compulsory Part of the English Language curriculum or the Liberal Studies curriculum should also be explored.</p> <p>Teachers may consider video-taping the oral tasks for showing during the final display.</p>
		<p>As a closure for this module, teachers may organise a display of the final tasks, including the videos of their performance in the oral tasks. Guests could be invited to bring a sense of occasion to the end of the module.</p> <p>Teachers may also encourage students to share their experience of the module with one another orally in these two lessons.</p>

**(This is a blank page.)**

## Learning English through Workplace Communication

### General Description

This module introduces learners to different text-types related to the workplace. Learners will engage in a range of workplace tasks (e.g. making and handling telephone enquiries and complaints, writing memos) which aim to develop their knowledge and skills to use the language in a practical way and gain confidence in using English to communicate with others about work-related matters. Learners will develop language skills, presentation skills, organisation skills and interpersonal skills in the process. At the end of the module, learners will perform a series of communication tasks that simulate real work situations.

### Learning Targets

To develop learners' ability to:

- establish and maintain relationships and routines in the workplace context
- produce or exchange a range of workplace-related messages, both oral and written
- analyse, organise, integrate and present information, messages and views with suitable reasoning and strategies, and produce texts appropriate to the purpose, context and audience in the workplace
- identify and define problems from given information, explore and discuss options, and solve the problems
- understand how the English language functions in work-related contexts and apply this understanding to their learning and use of the language in real life

### Learning Objectives

1. To familiarise learners with the different types of workplace correspondence
2. To develop learners' understanding of the vocabulary, language, formats, styles and conventions used in spoken and written communication in the workplace
3. To help learners to apply the knowledge and skills they have learned in their production of workplace-related texts
4. To enhance learners' ability to carry out workplace-related activities through providing them with opportunities to practise and demonstrate their language and communication skills in simulated tasks

### Content

The module has three different types of lesson.

There are lessons that concentrate on work-related reading and writing texts and activities, including business memos, letters, e-mails, sales/promotional materials, meeting agendas and minutes.

There are lessons that concentrate on listening and speaking activities which help to develop skills in handling spoken communication in the workplace. Activities will cover telephone enquiries and complaints, sales presentations and job interviews.

There are other lessons which allow learners to develop work-related vocabulary and discuss business

concepts. Learners will also plan and make a final presentation/performance of the work-related texts that they have produced in the course of the module.

### Time Allocation

It is recommended that a total of around 50 periods be allocated to the teaching of this module. The suggested number of periods is based on the assumption that schools are running 40-minute periods. Schools may adjust the number of periods if their time-tabled periods are of a different duration. The breakdown for the three types of lessons can be as follows:

Reading and writing activities	17 periods
Listening and speaking activities	14 periods
Other activities	19 periods

### Assessment

Below are some suggested assessment practices that teachers are encouraged to adopt to inform learning and teaching. Information on public assessment for the modules in the Elective Part is provided in Chapter 5 of the *English Language Curriculum and Assessment Guide (Secondary 4 - 6) (2007)*.

Assessment in the Workplace Communication module will focus on learners' demonstration of their ability to:

- write appropriate texts
- speak in a suitable style for workplace purposes
- organise and convey information relevant to a workplace-related situation

A range of the following activities from the module can be used for assessment purposes:

- short oral tasks
- short writing tasks
- presentation/performance of workplace-related tasks
- quizzes

## A suggested scheme of work for Learning English through Workplace Communication

### General remarks

1. The following suggested scheme of work is pitched at S6 level. Teachers might like to make any necessary adaptations considering the needs and level of ability of their students. For illustration purposes, some teaching materials have been developed to indicate how some of the lessons could be conducted. These materials are marked with a ^ in the Teaching Resources column and are available online at <http://cd.edb.gov.hk/eng>. There are also suggested activities catering for students with different needs and paces of learning in the online Teaching Resources. Teachers might like to use their discretion as to whether to adopt them for use.
2. This module requires students to apply the language knowledge and skills that they have developed in the Compulsory Part. It aims to provide the basis for further exploration of some of the text-types (e.g. memos, articles, advertisements, letters) in the context of workplace communication. Students taking this module are expected to have had previous exposure to some of these text-types.
3. Students should be encouraged to keep a folder for this module which will serve as a record of their learning. The folder may comprise all the assignments the students have done for the module, both oral and written. Students are also encouraged to reflect on and monitor their own learning process, and teachers should provide them with feedback and assistance where necessary.

*Suggestions on how to cater for students with different needs and paces of learning are indicated by \* in the Remarks column.*

*Sections which are marked with # in the Focus column contain activities which are either more demanding or are intended to further enrich students' learning experience. Teachers should use their discretion as to whether to include or skip these sections, or to replace them with other appropriate learning activities, based on students' needs and abilities.*

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
<p>Module introduction</p> <p>Building knowledge and vocabulary of different trades/businesses</p>	<p>4 periods Lessons 1-4</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• understand the aims of the module</li> <li>• understand and use some business-related vocabulary</li> </ul>	<p>The teacher introduces to students what they will be studying in the module.</p> <p>Students form groups and choose a trade/business (e.g. hospitality and tourism, sales, logistics, banking, marketing and advertising) to focus on.</p> <p>Students search for information (such as job nature, duties or services involved) and vocabulary related to their selected trade/business and then make a short presentation on their findings.</p>
<p>Starting a scrapbook of a selected trade/business</p>	<p>3 periods Lessons 5-7</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a general understanding of business-related matters</li> <li>• demonstrate an awareness and an understanding of business-related discourse</li> </ul>	<p>Students are given a variety of business texts (e.g. charts, reports, news articles, interviews, advertisements/classified ads) covering different trades. They learn how to give comments or reflect on them.</p> <p>Students are asked to keep a scrapbook and start to collect cuttings from newspapers, magazines and websites related to their selected trade/business, and give brief comments/reflections on these texts.</p>
<p>Concepts relating to organisations</p>	<p>3 periods Lessons 8-10</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• understand the organisational set-up in various trades/businesses</li> <li>• demonstrate an awareness of the concept of</li> </ul>	<p>Students brainstorm a list of company posts (e.g. salesman, secretary, accountant, human resources manager) and discuss their duties.</p> <p>Students prepare an organisational chart for their selected trade/business.</p> <p>In groups, students choose a trade-specific</p>

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>A handout with a list of different trades/ businesses and guiding questions to help students to make selection and search for information and develop vocabulary</p>		<p>Teachers might like to tell students that the module will cover different text-types related to the workplace context, and engage them in a range of workplace tasks which aim to develop their knowledge and skills in communicating with others about work-related matters.</p> <p>Given its worldwide importance, there is an enormous amount of business-related material on the Web. A search for almost any item in the module will produce a wealth of information. In addition, the school library should be encouraged to stock books on business English. One website that teachers and students can gain a great deal from is <a href="http://www.eleaston.com">http://www.eleaston.com</a>. The business materials are at <a href="http://www.eleaston.com/biz/home.html">http://www.eleaston.com/biz/home.html</a>.</p> <p>A bank of business-related materials, possibly located in the library, would also be a useful resource for the teacher and class.</p> <p>It would not be suitable to make it a requirement of the module, but an activity that involves actual contact with the world of business would be an excellent addition and could either be carried out as an out-of-school-hours activity or replace one of the writing lessons. A tour, conducted in English, of a company or a discussion session with an English-speaking businessman in his office or the school would offer variety and useful exposure to English in use. Possibly the Parent-Teacher Association could be of assistance in arranging something of this sort.</p>
<p>^Handouts with sample cuttings and comments, giving examples of topics and texts to be collected, and requirements about length and content of comments/reflections</p>	<p>The scrapbook, which comprises cuttings from various sources, with students' comments and personal response, can be reviewed regularly.</p>	<p>The scrapbook is intended to encourage students to do some reading about business and to familiarise them with their selected trade/business. The teacher can remind students of the newspapers, magazines and websites that carry business news, and encourage them to consult these regularly during the course of the module and extract cuttings that are related to the trade they selected.</p> <p>For Hong Kong news, students might like to consult:  <a href="http://www.thestandard.com.hk/">http://www.thestandard.com.hk/</a>  <a href="http://www.atimes.com/">http://www.atimes.com/</a></p> <p>The handouts are meant to provide an example of what might be included in the scrapbook. Students, however, are encouraged to exercise their imagination in determining its content. The teacher should also take into consideration students' abilities and the make-up of the class to decide on the size and complexity of the scrapbook.</p> <p><i>(*The more able students may be asked to follow a more complex issue (e.g. being "green", the price of oil and its impact), one particular big company (e.g. HSBC), an industrial sector (e.g. airlines), or a topic such as innovation in computer products.)</i></p>
<p>A handout on company posts, organisational charts and company image</p> <p>A presentation feedback form</p>	<p>Peer and/or teacher assessment of the presentation</p> <p>Students' work on organisational chart can be kept in the folder.</p>	<p>A familiar context (e.g. a restaurant business) can be used to introduce the key vocabulary and concepts relating to organisations.</p> <p>Teachers might like to refer to the following websites for organisational charts:  <a href="http://www.smartdraw.com/specials/orgchart.asp?id=10520">http://www.smartdraw.com/specials/orgchart.asp?id=10520</a>  <a href="http://www.solbaram.org/articles/clm3.html">http://www.solbaram.org/articles/clm3.html</a>  <a href="http://www.vuw.ac.nz/home/index.asp">http://www.vuw.ac.nz/home/index.asp</a></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
		organisational "image" <ul style="list-style-type: none"> <li>• understand and use some trade/business-related vocabulary</li> </ul>	context (e.g. starting a restaurant business) and think of the various ways in which the business can build or preserve its image (e.g. uniforms, logos, stationery, courtesy, service). They then present their ideas to the rest of the class.
Handling business telephone calls	4 periods Lessons 11-14	Students are able to: <ul style="list-style-type: none"> <li>• understand English telephone etiquette</li> <li>• handle telephone calls in a professional manner</li> <li>• apply strategies of establishing and maintaining relationships in telephone English</li> </ul>	Students listen to some good examples of telephone conversations, and identify the subjects of the conversations and the relationship between the parties involved.  Students identify manners and etiquette (e.g. a courteous opening) that are characteristic of good telephone conversations in the business context and note useful phrases.  In pairs students read transcripts of business telephone dialogues, and identify and revise areas incorrectly handled.  Students role-play the telephone dialogues using the revised transcript.
Memo writing	4 periods Lessons 15-18	Students are able to: <ul style="list-style-type: none"> <li>• write memos in English</li> <li>• demonstrate an understanding of the need to be succinct in memo writing</li> <li>• understand and apply strategies of politeness and tact</li> </ul>	Students read examples of good memos and identify the subjects and the relationship between the parties involved.  Students discuss examples of good and bad memos, noting the format, use of tact and politeness when necessary and need for precision and conciseness.  Students are then given situations and asked to write appropriate memos, e.g. sending a reminder, making a request.
Conventions and style of business letters	4 periods Lessons 19-22	Students are able to: <ul style="list-style-type: none"> <li>• write business letters in appropriate format and style</li> </ul>	Students read samples of good business letters and identify the purposes, subjects and target readers of these letters.  Students then examine the samples and look for the characteristic features of good business letters (e.g. good layout, supplying or requesting information precisely, and building good customer relations).  Having noted points of good practice, students write appropriate business letters for given situations.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
		<p><a href="http://www.swin.edu.au/corporate/hr/f_orgchts.htm">http://www.swin.edu.au/corporate/hr/f_orgchts.htm</a></p> <p><i>(*For the more able students, the range of vocabulary and concepts introduced can be expanded to cover less common posts.)</i></p> <p>A possible task would be to ask students to suggest an image for a new company and design uniforms, etc. This could also be part of the final project for students with some artistic ability.</p> <p>For company image one can consult:  <a href="http://www.mbda.gov/?section_id=2andbucket_id=129andcontent_id=23">http://www.mbda.gov/?section_id=2andbucket_id=129andcontent_id=23</a></p> <p>For uniform design:  <a href="http://www.customuniformcompany.com">http://www.customuniformcompany.com</a></p>
<p>A recording of telephone conversations which cover such points as establishing identity, correct forms of address, level of formality, offering help, asking someone to wait, taking a message, passing the caller on to someone else, building company images and closing the call</p> <p>A transcript of incorrectly handled calls</p>	<p>The corrected transcripts can be assessed. If the teacher feels the class' oral English needs extra attention, students could be asked to record examples of some simple phone calls to be added to the folder.</p>	<p>The school may have recordings of telephone conversations among its listening resources. If not, it may be worthwhile for the teacher to make some. Alternatively, two students could be asked to read to the class from prepared scripts.</p> <p>For the activities suggested for Lessons 11-24, students may work on any relevant trade/business. They need not be tied to the specific trade/business that students have elected to focus on in the earlier lessons or for the scrapbook.</p>
<p>A handout on memo writing</p> <p>A memo writing feedback form</p>	<p>Self and/or peer assessment of the memos written</p> <p>The memos can be added to the folder.</p>	<p>Memos are covered extensively in books on business English that can be consulted for ideas. Another useful source of information is:  <a href="http://writing.colostate.edu/guides/documents/memo/index.cfm">http://writing.colostate.edu/guides/documents/memo/index.cfm</a></p>
<p>A handout with sample business letters</p> <p>A business letter writing feedback form</p>	<p>Self and/or peer assessment of the business letters written</p> <p>The letters can be included in the folder.</p>	<p>In addition to the many books on business letters that can be consulted, teachers may also refer to the following website:  <a href="http://www.trinity.wa.edu.au/plduffycr/subjects/english/writing/letters.htm">http://www.trinity.wa.edu.au/plduffycr/subjects/english/writing/letters.htm</a></p> <p><i>(*Instead of merely focussing on the conventions and basic style of business letters, the more able students could be introduced to the persuasive qualities and techniques of business letters.)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Handling complaints	2 periods Lessons 23-24	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate oral skills through making and handling a complaint</li> <li>• observe politeness and handle complaints/ situations diplomatically</li> <li>• demonstrate an awareness of the nature of service transactions</li> </ul>	Students are given role cards and instructions which require them to role-play making and handling a complaint. Students practise how to be polite, solve problems and handle difficult people.  The teacher and classmates then comment on the dialogue and suggest how the complaint could have been handled better.
Planning the final project	3 periods Lessons 25-27	Students are able to: <ul style="list-style-type: none"> <li>• work co-operatively on a business project</li> <li>• use English creatively for a business purpose</li> </ul>	Students form their own groups of four to five for the final project. They identify a major business task or event that they have to accomplish as a group. This may be related to the trade that they have been working on throughout the module, or in a new area if they prefer.  Students then make a list of the sub-tasks (e.g. holding a meeting, conducting a survey) that would need to be carried out in order to accomplish their project, and decide on two to three sub-tasks (see examples in Teaching Resources) that their group would carry out.  Based on the initial plan produced by each group, the teacher provides feedback and suggestions on matters such as the feasibility/suitability of their project, format, content and appropriate length of each of the sub-tasks.
Making sales presentations	4 periods Lessons 28-31	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate oral skills through making a sales presentation</li> <li>• research and organise information</li> <li>• present information persuasively and with suitable visual aids</li> <li>• speak before an audience</li> </ul>	Students read/view examples of sales presentations and identify the content and major features of these texts.  In groups, students choose a product, research it fully and prepare a presentation on it for a group of potential customers.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>^A handout on language and strategies for handling complaints</p> <p>^Role cards</p> <p>A role-play feedback form</p>	<p>Peer and/or teacher assessment of students' work on handling complaints</p>	<p>Teachers may refer to the following website for material on this topic:  <a href="http://www.pdptoolkit.co.uk/Files/wellclosetraining/wellcloseconsult/training/consult/diffic.htm">http://www.pdptoolkit.co.uk/Files/wellclosetraining/wellcloseconsult/training/consult/diffic.htm</a></p> <p><i>(*The more able students can be asked to write brief guidelines for employers on how to handle complaints.*)</i></p>
<p>^A handout on the final project</p> <p>^Examples of projects and sub-tasks</p>	<p>The initial plan, and other materials which will be produced for the group project, can be put in a separate file.</p> <p>Students' completed work for the final project can be placed in the folder.</p>	<p>This is an information session in which the teacher assigns or helps students to decide on the major tasks for the group project, deals with problems and answers questions.</p> <p><i>(*For the less able students, it might be necessary for the teacher to help them to select the sub-tasks. Teachers should exercise their discretion in setting the number of sub-tasks, level of difficulty, and amount of work expected in performing them.*)</i></p> <p>Students can be asked to append a breakdown of the way in which the work was shared with the final product.</p>
<p>^A handout on preparing and conducting a sales presentation</p> <p>^An example of a sales presentation</p> <p>A presentation feedback form</p>	<p>Each presentation can be assessed with grades for pronunciation, clarity, preparation, interest, accuracy, fluency, etc.</p> <p>Peer assessment can be conducted based on the same set of criteria.</p>	<p>The main aim is getting the students to use oral English in an enjoyable and business-oriented way. A certain amount of research for material will also be necessary. As teamwork is an important feature of business life, group presentations are suggested here. Each presentation should last approximately 10 minutes and each group member should be given an opportunity to perform.</p> <p>It will be necessary to give students information about the presentations, possibly in the form of a handout, much earlier on. A useful address for the students is:  <a href="http://edis.ifas.ufl.edu/SN006">http://edis.ifas.ufl.edu/SN006</a></p> <p>If recordings of good work done by earlier classes are kept, students can also be given an opportunity to view such material to help them to gauge the standard expected.</p> <p><i>(*For the more able students, individual or pair presentations can be attempted. It would also be possible to include a short Question and Answer session for the audience to ask questions and the presenter to give appropriate answers.*)</i></p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
Producing sales/promotional materials	3 periods Lessons 32-34	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate an understanding of the language used in sales/promotional materials</li> <li>• select important information</li> <li>• demonstrate creativity</li> <li>• write sales/promotional materials</li> </ul>	Students review the sales/promotional materials they bring back to class and discuss: <ul style="list-style-type: none"> <li>• their main components (e.g. information, illustrations, addresses, maps, telephone numbers) and purposes (e.g. to persuade, to attract attention)</li> <li>• the ways in which companies communicate with potential customers</li> </ul> Students make use of the language and techniques they have learned and produce one or two types of promotional materials such as leaflets, flyers and posters for a product or service related to the trade/business that they have been working on.
#Setting up and holding meetings, and preparing minutes	6 periods Lessons 35-40	Students are able to: <ul style="list-style-type: none"> <li>• understand the procedure and the necessary preparation and follow-up for meetings</li> <li>• co-operate on a business meeting task</li> <li>• use appropriate language skills for conducting a meeting and taking minutes</li> </ul>	Students engage in tasks involved in setting up meetings, e.g. sending emails to confirm meeting date and time, booking venue and preparing agenda.  Students look at some minutes samples and note their formal features.  Students then work in groups of four or five. Each group is given a situation, a number of roles and instructions for role-playing a meeting. The groups assign roles, invent details and practise the role-play.  All group members take notes at the meeting, and the group as a whole has to write up and submit the minutes after the meeting.
Job interviews	4 periods Lessons 41-44	Students are able to: <ul style="list-style-type: none"> <li>• understand the dynamics of an interview and how to prepare themselves for one</li> <li>• demonstrate oral English skills in a job interview</li> </ul>	In pairs or small groups, students read job advertisements and decide on one or two jobs that interest them most.  They then discuss how they could prepare for the interview, speculating on the sort of person being looked for, possible questions to be asked at the interview, and appropriate answers to these questions.  Based on the result of the discussion, and with the teacher's feedback and advice, students role-play the interview.
Quiz on general business knowledge	2 periods Lessons 45-46	Students are able to: <ul style="list-style-type: none"> <li>• demonstrate their general knowledge of the business world</li> <li>• use some trade/business-related vocabulary</li> <li>• gain a sense of achievement and enjoy learning</li> </ul>	Students are to take part in a quiz which tests their knowledge of the business world.  Each student has to bring to class ten questions (with the answers) which are put on separate pieces of paper. These are put in a container and drawn out one by one for the quiz.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
<p>Examples of leaflets, brochures, pamphlets, flyers, advertisements, letters, catalogues, posters, stickers, webpages, etc.</p> <p>^A handout on advertising language used in sales and promotional materials</p>	<p>The promotional materials produced can be placed in the folder.</p>	<p>Students are asked in advance to collect and bring back to class sales materials in English.</p> <p>As well as looking at actual examples students can be directed to websites such as the following:  <a href="http://graphicdesign.about.com/od/brochuretips">http://graphicdesign.about.com/od/brochuretips</a></p>
<p>Handouts on:</p> <ul style="list-style-type: none"> <li>• checklist on pre-meeting procedures</li> <li>• sample agenda and minutes</li> </ul> <p>^Sets of role-play instructions</p> <p>A role-play feedback form</p>	<p>Feedback on the role-play can be provided by using a role-play feedback form.</p> <p>The minutes can be placed in the folder.</p>	<p>Teachers might like to refer to the following websites for assistance.</p> <p>For minutes:  <a href="http://www.lupinworks.com/roche/pages/minutes.php">http://www.lupinworks.com/roche/pages/minutes.php</a></p> <p>For meetings (with some Chinese):  <a href="http://cycnet.com/englishcorner/practical/business/meeting.htm">http://cycnet.com/englishcorner/practical/business/meeting.htm</a></p> <p>For agendas:  <a href="http://www.usi.edu/extserv/training/agenda_guidelines.htm">http://www.usi.edu/extserv/training/agenda_guidelines.htm</a></p> <p><i>(*The groups with the more able students can be asked to stage their meetings first to provide examples for the rest of the class to follow.)</i></p>
<p>Classified job advertisements</p> <p>^A handout on interviews</p> <p>A role-play feedback form</p>	<p>The handout comprising activities related to job interviews and the role-play feedback form for the interview role-play can be placed in the folder.</p>	<p>Many websites offer advice and suggestions on interviews. Below is one example:  <a href="http://esl.about.com/library/weekly/aa113097.htm?once=true&amp;and">http://esl.about.com/library/weekly/aa113097.htm?once=true&amp;and</a></p> <p><i>(*For the more able students, it would be valuable to have them produce a brief report on the group's discussion and the interview that followed.)</i></p>
		<p>These two lessons are basically for pleasure and expanding students' English vocabulary. The questions must relate to major world companies or reasonably well-known Hong Kong companies. Students should choose questions that are neither too easy so that everyone will get them right, nor so hard no one knows the answer. The teacher can discard any unsuitable questions. If the teacher keeps the questions that work well, a question bank can gradually be built up.</p> <p>The quiz can be done by all the class or by teams on a knockout basis with a student quizmaster.</p>

Focus	Suggested Time Allocation	Target Knowledge, Skills and Attitudes	Suggested Activities
#Sharing ideas on business ethics	2 periods Lessons 47-48	Students are able to: <ul style="list-style-type: none"> <li>• develop an appreciation of ethical behaviour</li> <li>• think in moral terms</li> </ul>	The teacher announces to class in advance that they are to focus on the issue of business ethics and talk about the responsibilities of business companies.  In groups, students identify a topic/question related to business ethics, and search for relevant information. They then give a brief oral report (of about five minutes) in class.
Final display	2 periods Lessons 49-50	Students are able to: <ul style="list-style-type: none"> <li>• organise and present work in a display</li> <li>• reflect on the module</li> </ul>	Students gain a sense of achievement and bring the module to a conclusion with the final display of their work.  The final projects, scrapbooks and other pieces of work can all be presented, with recordings being played and written/graphic work being displayed.

Teaching Resources	Suggested Student Work or Activities for Formative Assessment	Remarks
A list of topics/questions on business ethics	Peer assessment of the oral report	<p>There are a lot of materials on the Web connected to this topic. Below are some websites that teachers might like to refer to:</p> <p>For a company credo:  <a href="http://www.jnj.com/our_company/our_credos/index.htm">http://www.jnj.com/our_company/our_credos/index.htm</a></p> <p>For a statement of mission and values:  <a href="http://www.microsoft.com/mscorp/mission">http://www.microsoft.com/mscorp/mission</a></p> <p>For a business charter:  <a href="http://www.iccwbo.org/home/environment/charter.asp">http://www.iccwbo.org/home/environment/charter.asp</a></p> <p>For a code:  <a href="http://www.ethicsweb.ca/codes/">http://www.ethicsweb.ca/codes/</a>  <a href="http://www.business-humanrights.org">http://www.business-humanrights.org</a></p>
	A folder, consisting of, among others, students' completed work for the final project	Teachers might consider extending the display to more than a double period or holding it somewhere in the school premises where plenty of people could see it. Guests could also be invited to bring a sense of occasion to the end of the module.